

Fall 1984

# 1984-1985 Academic Catalog

Cedarville College

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# CEDARVILLE COLLEGE







Education Department  
Cedarville College  
Cedarville, Oh 45314

# Cedarville College

## 1984-85 Catalog



**A Baptist College of Arts and Sciences**  
**Cedarville, Ohio 45314**  
**513/766-2211**

The Cedarville College Catalog is published annually by the Admissions Office. While every effort is made to provide accurate and up-to-date information, the college reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings, and other matters.



# Cedarville College Calendar

## 1984-85

### AUTUMN QUARTER

September 1984	
10-13	Pastors' Conference
13,14	Cedarville Baptist Open
17,18	Faculty Sessions
20	President's Faculty-Staff Banquet
22-29	College Week, New student orientation (upperclassmen final registration — 24,25, freshman registration — 26)
24-28	Fall Bible Conference
27	Instruction begins
October 1984	
19	Women's Fellowship Meeting
	Trustees' Meeting
19,20	Homecoming Weekend
23	Career Day
29-Nov. 7	Conferences and preregistration for upperclassmen — Winter Quarter
November 1984	
7	Day of Prayer (instruction resumes at 1 p.m.)
12-16	Conferences and preregistration for freshmen — Winter Quarter
21	Thanksgiving Vacation (begins Wed. at 1 p.m.)
27	Instruction resumes (Tuesday)
December 1984	
12-14	Final Examinations

### WINTER QUARTER

January 1985	
2	New student orientation and registration (2-5 p.m.)
3	Instruction begins
4	Trustees' Meeting
6-11	Missionary Conference
28-Feb. 1,4-6	Conferences and preregistration for upperclassmen — Spring Quarter
February 1985	
5-7	Staley Foundation Lectureship
11-15	Conferences and preregistration for freshmen — Spring Quarter
March 1985	
13-15	Final Examinations
16-25	Spring Break

### SPRING QUARTER

March 1985	
25	New student orientation and registration
25-29	Spring Enrichment Conference
26	Instruction begins
28	Day of Prayer (instruction resumes at 1 p.m.)
April 1985	
5	Easter Vacation (begins Friday at 1 p.m.)
9	Instruction resumes (Tuesday)
12	Trustees' Meeting
29-May 10	Conferences and preregistration for Autumn Quarter and Summer Sessions
May 1985	
3,4	Honors Day, Cedar Day, and Parents' Weekend
27	Memorial Day (classes meet, offices closed)
June 1985	
5-7	Final Examinations
7	Women's Fellowship Meeting
	Trustees' Meeting
8	Eighty-ninth Annual Commencement (10 a.m.)

### SUMMER SESSION I

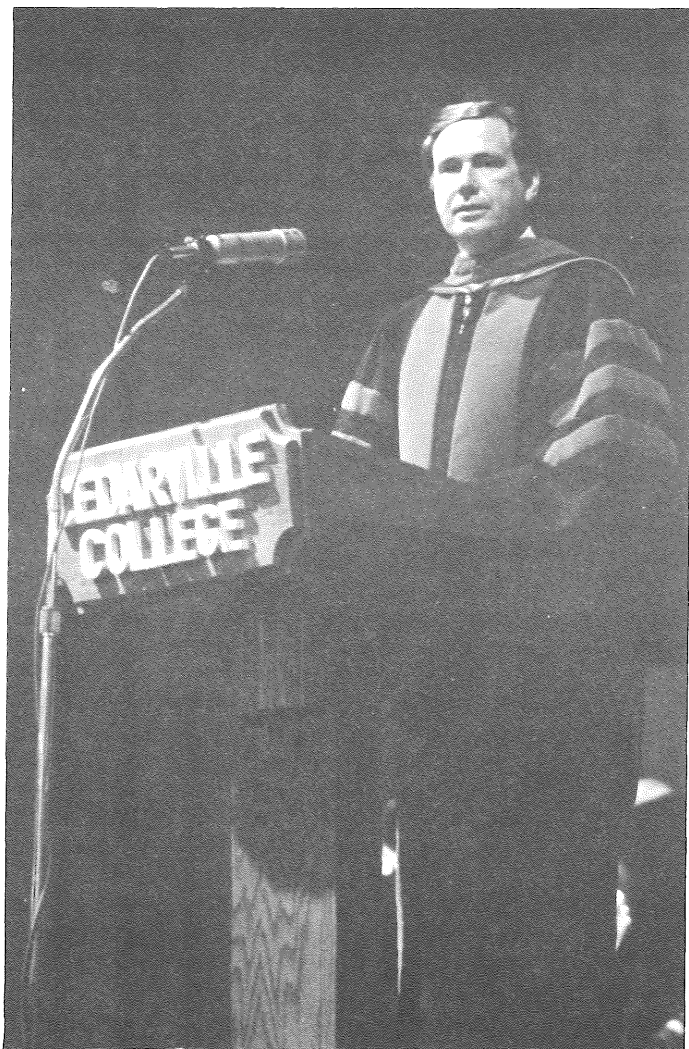
June 1985	
17	New student orientation and registration
18	Instruction begins
24-28	GARBC Conference — Springfield, IL
July 1985	
3-6	Alumni Enrichment Conference
4	Independence Day (no classes)
8	Instruction resumes
11-13	Salute to Summer
19	First session ends

### SUMMER SESSION II

July 1985	
22	New student orientation and registration
23	Instruction begins
August 1985	
23	Second session ends







## A Word From Our President Paul Dixon, D.D.

Thank you for considering Cedarville College. God is blessing us in an unusual way, and we would love to have you as part of our growing college family. Our motto describes us well: "... for the Word of God, and ... the testimony of Jesus Christ."

Cedarville is a Christian liberal arts college. Here one may study business, medicine, law, education, preaching, engineering, counseling, or one of many other professions.

Our society is changing, perhaps more rapidly than ever before, due to advances in technology, science, and education. At Cedarville we are equipping our students to meet these new challenges by adding new programs, hiring additional faculty, and purchasing additional computer hardware to support new courses in the computer field.

Our dedicated administrators, faculty, and staff are giving their lives to developing young people intellectually, physically, socially and, most of all, spiritually. This is coupled with an emphasis on quality and excellence in all that we do.

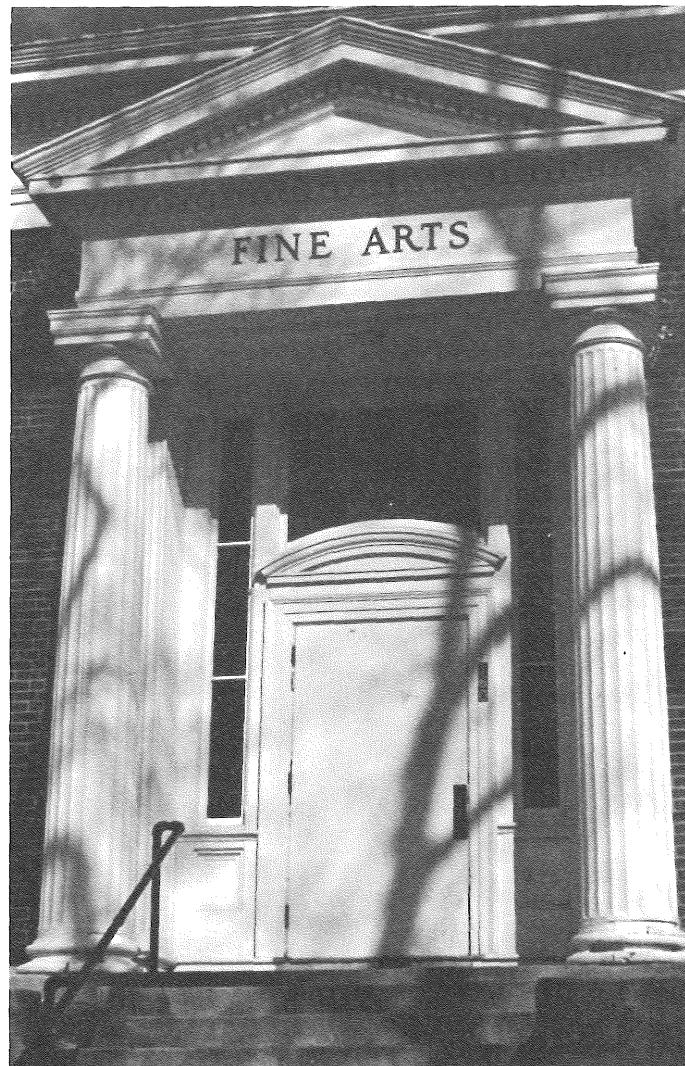
Our faculty cares about the student as an individual. Together we work to provide one of the truly exceptional Christian education programs in the country. Students may choose from twenty-eight major areas of study.

Cedarville is a Baptist college. We believe in and support the local church. We encourage Christian service and missionary internship opportunities. We have a strong commitment to evangelism and discipleship. Our goal, like Paul's, is to "commit ... to faithful men, who shall be able to teach others also."

This catalog is designed to answer your questions. If you have others, please write us. We would welcome your visit to our lovely campus. At Cedarville, you are important to us!

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**CEDARVILLE**

**COLLEGE**

**A BAPTIST COLLEGE  
OF ARTS AND SCIENCES**

## College Profile

Cedarville College is a Baptist college of arts and sciences of approximately 1800 students. A balanced liberal arts program is coupled with a fundamentalist, conservative theological position in regard to doctrine and patterns of conduct. In keeping with the liberal arts concept, the curriculum provides for a broad background of general studies, combined with a thorough study of the Bible, followed by concentrated study in a major field selected by the student in keeping with his or her area of interest, ability, and professional goals. All classes are taught by dedicated Christian professors who present the knowledge found in the respective courses integrated with Biblical Christian perspectives.

The pattern of instruction at Cedarville College includes a basic program of general studies, including Biblical education, communications, humanities, physical education, science, mathematics, and social science. In addition, each student completes a major in the area of his or her interest. The usual pattern of educational experience involves the pursuit of general studies during the first two years in college, followed by completion of the requirements for the major which is closely related to career goals.

Although the years at Cedarville College represent a concentrated educational experience in pursuit of the baccalaureate degree, they should also be the beginning of a lifelong adventure in learning. All professions require constant reading and study to keep abreast of new developments in the field. The professional person who studies diligently to keep up with current practice is usually recognized as a leader in his profession. The Christian college graduate is often called upon to exercise a leadership role not only in a professional way, but also in the local church. The administration, faculty, and staff are committed to helping the student achieve these goals. The money and effort invested in education at Cedarville can pay high dividends throughout life.

The purpose of Cedarville College is to offer its students an education consistent with Biblical truth.

To achieve this purpose the college seeks to accomplish the following objectives:

1. *To undergird the student in the fundamentals of the Christian faith, and to stimulate him to evaluate knowledge in the light of Scriptural truth.*
2. *To encourage growth in Christian character in each student, and to help the student accept his responsibility in faithful Christian service.*
3. *To increase the student's awareness of the world of ideas and events which are influencing our contemporary culture, and to prepare the student to knowledgeably participate in our society.*
4. *To enable the student to develop sound critical and analytical reasoning.*
5. *To provide sufficient opportunities for students to practice the skills of communication.*
6. *To offer opportunities for academic specialization and preparation for graduate study, and to assist the student in selecting and preparing for a vocation.*
7. *To foster the student's appreciation of, and participation in, wholesome avocational and cultural activities.*

## Location

The natural beauty of the gentle, rolling countryside provides an excellent setting for personal growth. Cedarville College is conveniently located in the rural community of Cedarville, Ohio, which is near a large metropolitan area of one-half million people. The college-centered community is within easy driving distance of beautiful state parks, as well as large and medium-sized cities such as Columbus, Dayton, Springfield, Cincinnati, and Xenia.

Students find excellent opportunities for worship, practical Christian service, and employment in all of the communities in the area.



## History

Cedarville College has a rich heritage. It was established by the Reformed Presbyterian Church and individuals who had a vital interest in the spiritual welfare of young people. The college was chartered by the State of Ohio on January 26, 1887. During the early days, as now, Christian principles and conduct were stressed as indicated by the following quotation from a former president. "Above all, Cedarville College believes that culture of the mind without the nurture and growth of spiritual life is a mistake. Education without morality is a menace to the state...accordingly, the Bible is the textbook of the college."

In 1953 the operation of the college was transferred to the Trustees of Baptist Bible Institute of Cleveland with the goal of enlarging the institute's ministry. The name, Cedarville College, was retained. The college, now an approved school of the General Association of Regular Baptist Churches, continues to perpetuate the original purpose of its founders. The school motto, "...for the Word of God and the testimony of Jesus Christ," reflects this commitment.



In 1959 student enrollment began to increase dramatically, and the college was able to expand both faculty and facilities. The sixties and early seventies saw the college grow to 1000 students and over fifty faculty members. New buildings were added to meet the needs of this growth: additional residence halls, a new library in 1967, and a new science center in 1972. In 1976 as the nation celebrated its bicentennial, the college celebrated the completion of a new 1800-seat chapel, named in honor of James T. Jeremiah, college president from 1953 to 1978. The fall of 1981 saw even greater growth: a student body of 1650 students, nearly 100 full- and part-time faculty, and the completion of the Athletic Center. The cornerstone of this new gymnasium-student center affirms the commitment of the college to quality Christian education: "...commit thou to faithful men who shall be able to teach others also."

The Cedarville College family feels that this growth has brought us to the threshold of an even greater ministry as the college moves forward with new faith and vision.

## Recognition, Certification, and Accreditation

Cedarville College is an institution of higher learning approved by the General Association of Regular Baptist Churches.

The college is a four-year degree granting institution chartered by the State of Ohio and certified by the Ohio Board of Regents. The college is approved by the State Department of Education for the education and certification of both elementary and secondary teachers.

The college holds membership in the North Central Association of Colleges and Schools. This recognition signifies that the college is fully accredited.

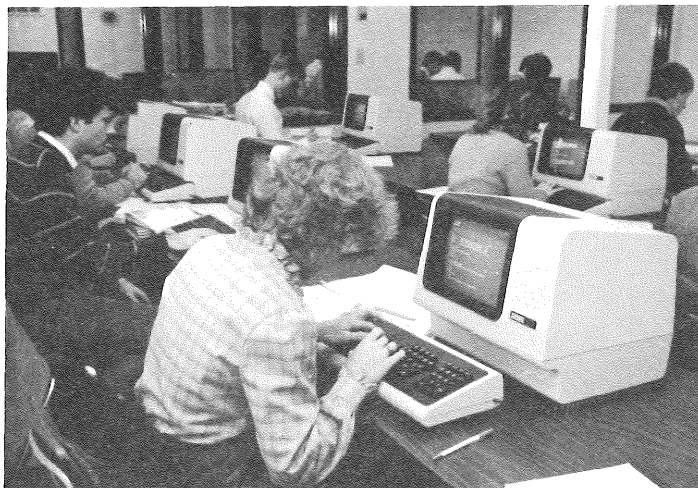
The college also holds membership in the Ohio College Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, the Association of Christian Schools International, and the Ohio Foundation of Independent Colleges.

## Academic Computer Center

The newly constructed Cedarville College Academic Computer Center is designed to serve the entire academic community. Students and faculty are encouraged to use the Center for research, writing, and coursework. The Center remains open from 8 a.m. to 11 p.m. Monday through Saturday to promote easy access and extensive use. Students may be assigned an account and password in any class using the system and may seek help from a full-time consultant during the day and student lab assistants on evenings or weekends. A "public" account has also been established for temporary use by students who may not be taking computer-related courses.

### Facilities:

The Center features two terminal labs, one of which is reserved for advanced students and faculty. Software manuals are available for ready reference as well as Cedarville's own "User's Guide" designed to acquaint the new student with Center rules, facilities, and resources.



### Special Programs:

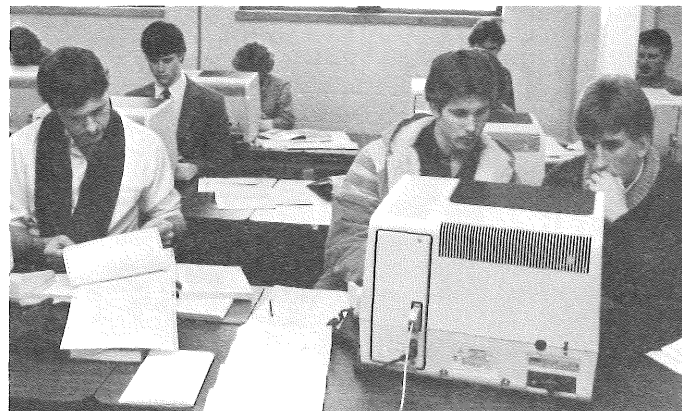
The Computer Center employs ten to fifteen student lab assistants each quarter. Applications are accepted from qualified candidates at the beginning of each year between terms as needed. Assistants gain experience in aiding other students as well as further developing their skills on the system.

Periodic non-credit "short courses" or seminars are offered to students and faculty by Center personnel in the use of statistical packages, word processing, and the VAX/VMS operating system. Programming courses are taught in the Business Administration and Science and Mathematics Departments. Research methods courses are offered by the Communication Arts, Education, Psychology, and Social Science Departments.

### Computer Resources:

The Computer Center houses a Digital VAX 11/750 computer, RA80 disk and tape drive, TU58 tape drive facility, 16 Digital VT101 terminals, 1 QUME, and 1 Digital Console terminal. Two Anadex printers are also available for student use. Other terminals are being placed in academic departments.

Software presently includes FORTRAN, COBOL, BASIC, MINITAB statistical packages, FINPLAN, and computer games.

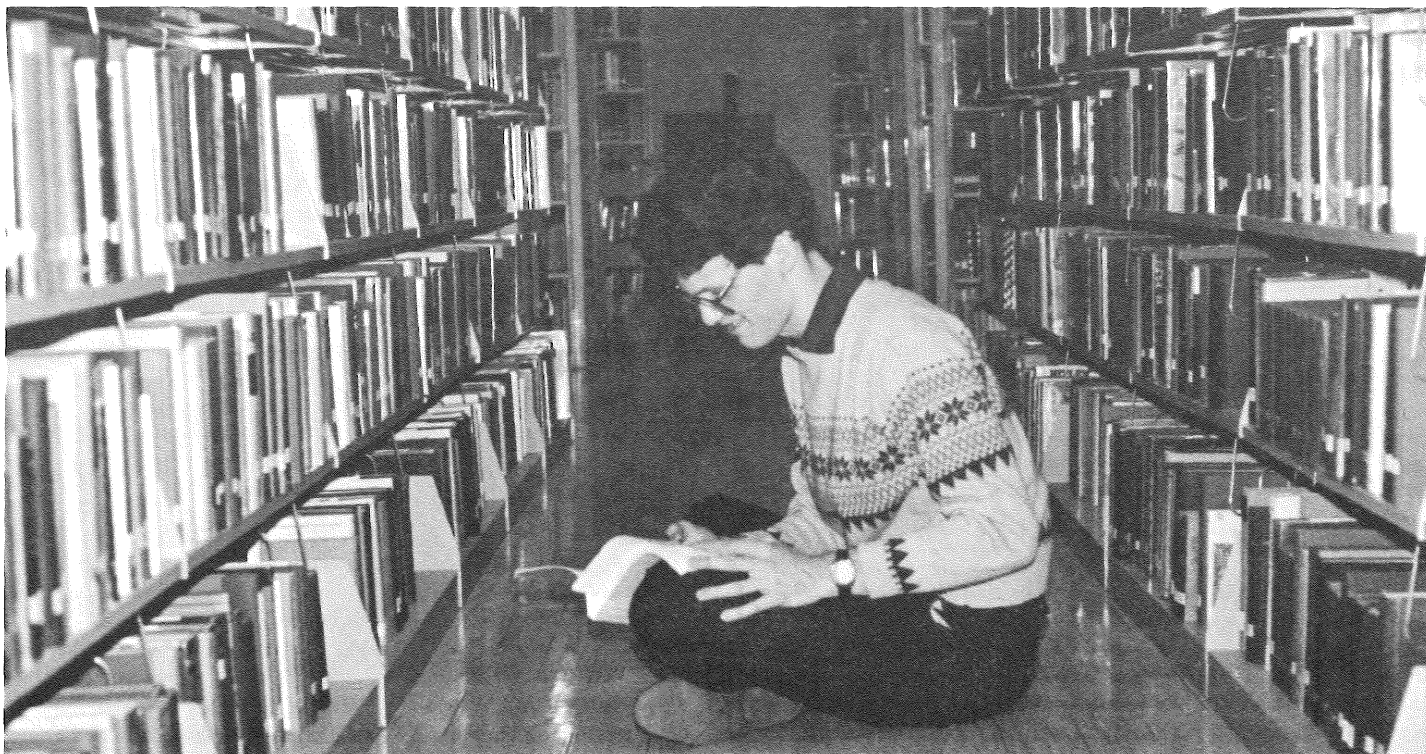


## Library Services

The library, a multi-media resource center, houses over 100,000 volumes and provides over 900 current periodical subscriptions. In addition to these traditional library materials, other instructional materials such as recordings, tapes, videotapes, filmstrips, films, slides, and transparencies are available along with the necessary support equipment. The Media Production Center in the building aids students in the preparation of instructional materials and produces classroom aids for faculty members. The Curriculum Materials Center in Williams Hall functions

as a resource center for elementary and secondary education majors.

Through an on-line computer network, OCLC, Inc., the library has access to over 9,000,000 additional books and other library materials in over 3,000 libraries in all 50 states, Canada, and several foreign countries. The OCLC system is used at Cedarville to catalog all library materials, perform bibliographic operations, order catalog cards, maintain location information about library materials, arrange for interlibrary loans, and maintain records of periodical holdings.







## Student Life

*Activities such as this outdoor barbecue help new students meet one another during College Week, the first week of Fall Quarter.*

## Student Life

The college program is designed to contribute to the development of intellectual, spiritual, social, and physical maturity of students. Student life, which involves each of these areas, is considered an integral part of the college learning experience. Cedarville College's commitment to the Bible as the final authority for faith and practice extends into every area of student life and leads to a conservative pattern of conduct.

A variety of educational, social, cultural, recreational, and Christian service opportunities are available to Cedarville College students. Such out-of-class activities contribute to personal development and enrichment and also provide outlets from the demands and pressures of academic life. A full range of student services, including campus activities, career planning, counseling, placement, health, and housing, exist to support these experiences and provide other services vital to student development.

### Standards of Conduct

Before enrolling at Cedarville College, students must sign a statement signifying their willingness to adhere to the standards of conduct and regulations of the college. Students who do not cooperate in maintaining these standards may be requested to withdraw. The standards also apply to conduct while at home or off the campus.

Students will be expected to avoid behaviors and personal attitudes of distrust, selfishness, damaging criticism, gossip, disrespect, unethical conduct, or irreverence. Such behavior can bring much harm to this community of Christians.

Profane, obscene, suggestive, or sacrilegious language is not becoming to a Christian in any setting. Pornographic, obscene, and suggestive material of any kind cannot be tolerated on a Christian college campus.

Students are to abstain from participation in dancing, the use of playing cards, attendance at movie theaters, and membership in secret societies. Because of the college's doctrinal position, the

practice and/or promotion of those temporary apostolic gifts (referred to in I Corinthians 12:18,28) usually associated with the charismatic movement is not tolerated. Students are not to attend or visit concerts, social events, business establishments, or other activities where the primary focus of the event or activity is in violation of college policy. Students will be expected to exercise discernment regarding their choice of music.

Students found guilty of stealing and other acts of dishonesty, gambling, immorality, and the use of alcoholic beverages, tobacco, and narcotic drugs for other than medicinal reasons, are subject to immediate dismissal, and such dismissal could be without benefit of refund.

Freshmen are not permitted to bring motor vehicles to college during their first quarter.

### Chapel

The students and faculty meet together each day for worship and fellowship in a chapel service. Every student is required to attend. Faculty members, visiting pastors, educators, evangelists, missionaries, and other professionals serve as speakers for these programs. Praise, prayer, worship, and practical Christian work are stressed. The Fall Bible Conference, the Staley Distinguished Christian Scholar Lecture Program, the Missionary Conference, and the Spring Enrichment Week are week-long features of the chapel program.

### Devotional

Students are urged to set aside a definite period each day for private devotions. Regular attendance at student prayer meetings aids the student in maintaining a healthy spiritual life. All students are required to attend church services regularly.

In addition to private devotions and weekly residence hall prayer meetings, student prayer groups meet at various times each week to pray for missions. Several days are designated each year as days of prayer.

## New Student Orientation

Immediately prior to the beginning of each quarter new students participate in an orientation program designed to facilitate adjustments to their new surroundings and provide an opportunity for course selection and program planning with the assistance of an assigned faculty advisor. The fall program includes an orientation session for parents. During this period several appraisal instruments are administered to new students. These tests must be taken before a new student is considered registered. The Fall Bible Conference is also an important part of the first week of activity. Fall orientation programs may extend into the first quarter.



*The Abundant Life Singers is one of the four gospel teams that travel in the United States throughout the summer.*

## Missionary Internship Service

The primary objective of MIS is to give those interested in missions a short term exposure to mission life. Such an exposure, however, is intended not only for the benefit of visiting a mission field, but also for the purpose of being of service in the missionary outreach.

Participants are expected to raise their own financial and prayer support and report on their ministries. Some students choose to earn academic credit for the experience. Details of the program are available from the Christian Ministries office.



## Christian Ministries

Every student is encouraged to participate in some area of Christian ministry for at least two of the four years of the college program. It is the belief of the college administration and faculty that this experience provides a vital means of achieving the stated objectives of the college.

There are opportunities for experience and service in local church ministries such as youth meetings, music, junior churches, nurseries, Sunday school teaching, and preaching. Opportunities for service also occur in homes for orphans, homes for senior citizens, penal institutions, rescue missions, Bible clubs, and at a school for mentally retarded children. Many students are challenged by a campus visitation program which provides opportunities for them to share their faith in Christ with their academic peers on other college campuses. Students travel with gospel teams, serving local churches throughout the Midwest. During the spring vacation three Swordbearers teams, the Concert Chorale, Brass Choir, and Master's Puppets travel to minister in local churches. In addition, "open-air" evangelism occurs through the ministry of students in Texas, New York City, and Ft. Lauderdale, Florida. Several gospel teams also travel during the summer.

The director of Christian ministries is responsible for the assignment of students who register for Christian service work. He coordinates Sunday services on campus, prayer meetings, traveling teams, and all outreach ministries, and is available for pastoral counseling. Records are kept of all Christian service activities and a permanent file is maintained for each student.

The Christian Ministries Committee, composed of representative staff members, faculty, and students, works with the director in defining the types of activities as well as establishing guidelines for the entire Christian ministries program.



## Student Services

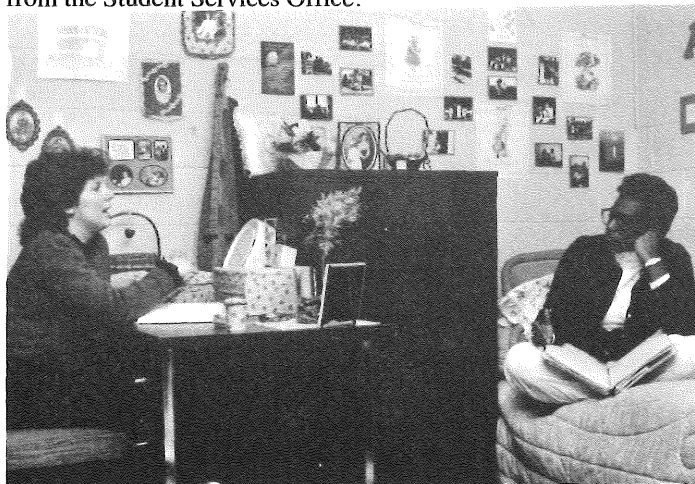
### Housing

The personnel believe that residence hall living is an integral part of the educational process. An appropriate residence hall environment contributes to academic achievement, an understanding of oneself, and development of interpersonal skills and appropriate attitudes toward others. Consequently, all single students under twenty-five years of age are required to live in college residence halls or approved housing, except those commuting from the home of their parents or legal guardian.

Housing assignments are made by the Student Services Office. Upperclassmen who have paid reservation fees are given priority for reserving rooms. New students are assigned rooms after they have been admitted and have submitted their reservation deposits.

Complete information concerning residence hall staffing, furnishings, and policies is found in the Student Handbook which is sent to new students prior to their arrival on campus.

A current listing of housing for married students is available from the Student Services Office.



*As over 80% of the student body resides in college housing, dormitory life plays a significant part in the Cedarville experience.*



### Campus Activities

The Office of Campus Activities is responsible for providing a program of cultural, social, educational, and recreational activities that is consistent with college educational and spiritual objectives and, therefore, contributes to the personal development of college community members. An artist series provides concerts, cultural programs, and musical specialists. Other activities include a variety of learning experiences and social events such as banquets, talent nights, all-school parties, interest trips, retreats, and many other activities that appeal to college-age youth. A full range of recreational and intramural sports for both men and women completes the integrative approach of Campus Activities.

## Student Organizations

**Advisory 7** is an elected group of young men who serve the Student body Fellowship in spiritual leadership.

**Alpha Chi**, a society for men, has the aim of cultivating Christian personality and leadership.

**Alpha Delta Omega** is an organization for women designed to encourage the development of its membership primarily through personal services to students and others.

**Alpha Mu Chi** is a society for engaged girls which provides fellowship, instruction in homemaking, and ideas for weddings.

**Alpha Zeta** promotes interest in the field of photography.

**Cedars** editorial staff is made up of students who publish the campus semi-monthly newspaper.

**Cedarville Elementary Education Club** provides fellowship and seeks to stimulate professional interests and to encourage professional growth among prospective teachers.

**Chi Theta Pi** provides advice and relevant experiences for students interested in the health-science professions.

**Fellowship for World Missions** sponsors an annual missionary conference. Members also meet regularly to pray and to discuss missions.

**Gamma Chi**, a society for women, seeks to provide service and social opportunities to develop Christian personality and leadership.

**Kappa Epsilon Alpha** provides insights into the world of business and promotes free enterprise through its Students In Free Enterprise program.

**The Living Springs** staff produces a monthly inspirational publication designed to meet the needs of the elderly.

**Literati** seeks to foster a greater student appreciation of literature and promotes related cultural events.

**Married Student Fellowship** is a group of married students organized for the purpose of spiritual and social development through family fellowship.

**MENC** is our student chapter of Music Educators National Conference for music majors and others involved in pursuing a music teaching program.

**Miracle** staff is a group of students responsible for the publication of the yearbook.

**PEMM Club** is a professional organization for majors and minors in fields of health, physical education, and recreation.

**Phi Epsilon Kappa** is a fellowship of students who believe that they are called to some area of the gospel ministry. Meetings are held bimonthly.

**Pi Delta** is a volunteer, honorary, coeducational student group whose purpose is to host campus visitors.

**Pi Sigma Nu** is a campus men's group that seeks to aid in the development of the whole man through service projects and social activities.

**Prelaw Society** is devoted to gathering and distributing information relative to a law career. Guest speakers address areas of personal expertise and student interests.

**Psi Chi** consists of students interested in psychology and behavioral sciences.

**Student Senate** is the elected representative assembly of the student body.

**Swordbearers** is a voluntary student organization devoted to assisting local churches in the ministry to youth, visitation, and conducting area canvasses.

**Timalathians** provides an opportunity for the student to develop a Christian world-and-life view and stimulates the student to present a cogent witness for Christ in the 20th Century.

**Varsity "C" Club** is composed of individuals who have earned varsity letters in intercollegiate sports.

**Village Players** seeks to contribute to the development of the drama program by encouraging excellence and by presenting and portraying the good qualities in the field of drama.







*"The Diary of Anne Frank" was just one of three major drama productions performed by students in the 1983-84 academic year.*

### **Drama**

Each year the students, under the direction of a faculty member of the Speech Department, present major theatrical productions. These are an important part of the college's program to encourage personality and cultural development.

### **Musical Ensembles**

Students with musical talents have many opportunities to participate in college programs, gospel teams, Concert Chorale, Symphonic Band, Brass Choir, Chamber Orchestra, Oratorio, and vocal and instrumental ensembles. A pep band performs at home basketball games.

### **Student Publications**

Students maintain primary responsibility for the publication of the college yearbook, *The Miracle*, and the college newspaper, *Cedars*. A faculty-student committee provides direction and advice. Students interested in staff positions may apply to the editors.

### **Student Senate**

The Student Senate is the representative assembly of the student body. The Senate includes officers elected annually by the student body, two representatives from each class, residence hall representatives, and a faculty advisor. The purpose of Student Senate is to assist in providing a well-rounded program of extracurricular activities which will develop the physical, mental, social, cultural, and spiritual life of the students; to promote loyalty to the school and to the fundamental, Biblically-inspired stand and principles for which Cedarville College was created; to help establish and maintain an efficient and harmonious school atmosphere; and to recommend to the proper authorities or to take action deemed necessary for the welfare of the student as an individual or for the student body as a whole. Election to the Student Senate provides an opportunity to exercise democratic leadership in student affairs.

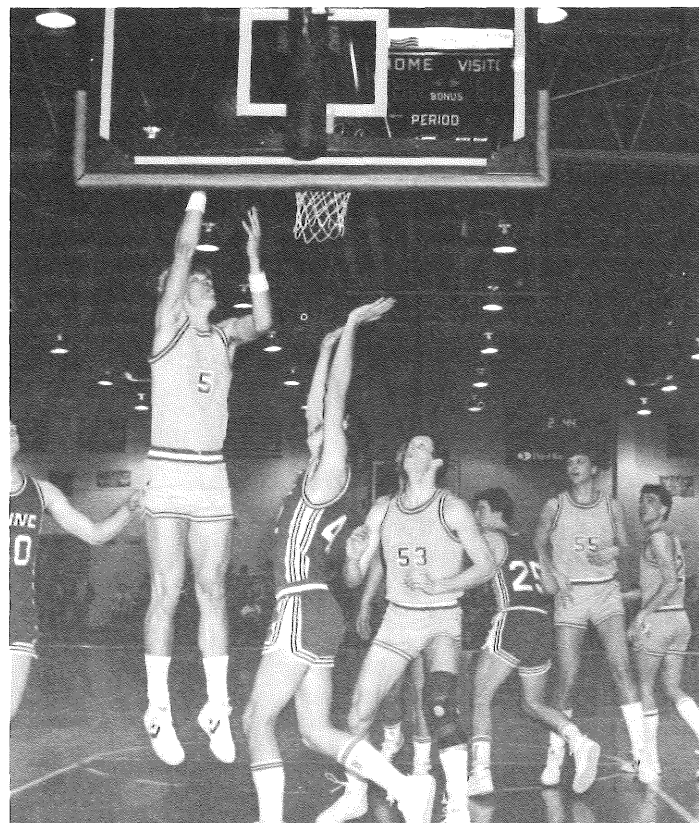
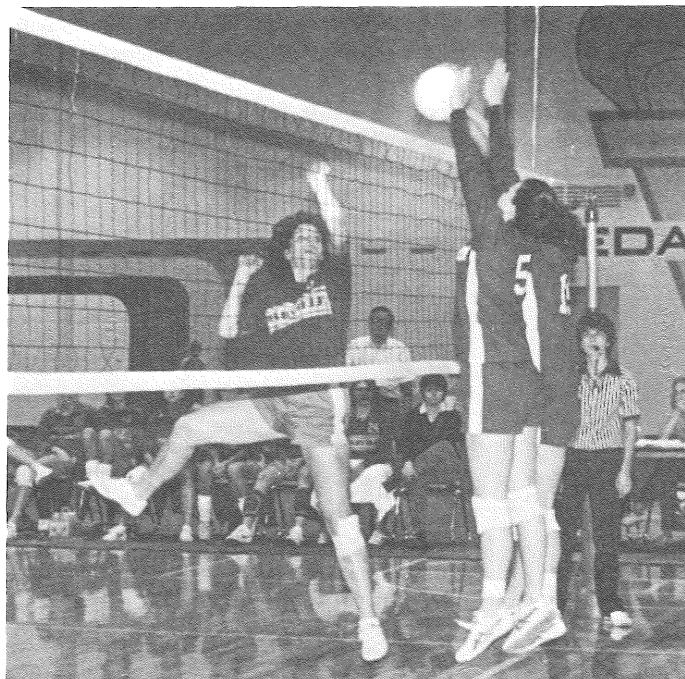
The Student Senate is responsible for such fund-raising projects as the Student Body Project and the Student Missionary Project. Student Senate also coordinates chapel services each Friday.



## Intercollegiate Athletics

Cedarville College maintains intercollegiate athletic competition for men in basketball, baseball, cross-country, track, tennis, golf, and soccer. Cedarville is a member of the Mid-Ohio Intercollegiate Athletic Conference, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association.

Intercollegiate sports for women include basketball, volleyball, softball, cross country, track, and tennis. Women athletes compete in the Western Buckeye Collegiate Conference, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association.



## Health Service

Patterson Clinic provides student health care including preventive medicine, care of illness and injuries, and rehabilitation.

A medical consultant, and several full- and part-time nurses provide health care. All students are required to pay the Health-Safety Fee, which provides for all of the services of the Patterson Clinic plus coverage for accidental injuries. Students should see the insurance brochure for exact details.

## Radio Station

WCDR-FM is the radio station owned and operated by Cedarville College. It transmits at 90.3 mhz with 3000 watts of power for 128 hours weekly, providing Bible teaching and sacred music-programming for Dayton, Springfield, and the Miami Valley. The station is a broadcast ministry of the college, endeavoring to assist the local church in its ministry to the Christian home. Students are encouraged to audition for part-time employment opportunities at WCDR.



## Counseling Services

The Counseling Service provides personal assistance in a wide range of non-academic areas in order to facilitate educational and personal development. The goal of the Counseling Service is to aid individual members of the college community in making their college experience as enriching and meaningful as possible by offering assistance in their discovery of and conformity to God's will for their lives.

Counseling is available for personal and spiritual concerns, choice of college major, career planning, study skills improvement, interpersonal skills, premarital and marital development. Students frequently use the Counseling Service's Career Resource Center for current information in their career planning.

Faculty and staff members also advise students regularly.

## Placement Center

The goal of the Placement Center is that students will be able to translate abilities, values, and aspirations into a plan of action for sound career decisions and job placement.

Placement Center services include workshops which explore such topics as job search techniques, résumé writing, interviewing, and evaluating a job offer. The Center maintains a career library with job search information, company files which enable research on possible job opportunities, and graduate school catalogs. Existing employment opportunities are listed in monthly job bulletins (bi-weekly in spring and summer months due to education vacancies) which are available to students and alumni.

Credential files which include résumés and references are maintained for students and alumni who register with the Placement Center.

Career opportunities are also made available to students by an annual Career Day and by the arranging of on-campus interviews with prospective employers.



## Career Selection and Opportunities

The college recognizes that most students solidify career goals during their collegiate experience. The Counseling Service and Placement Center endeavor to assist in this process by maintaining a library of pertinent information concerning career opportunities, providing testing and counsel, and by sponsoring career workshops in which students are acquainted with the career decision making process.

Countless career opportunities are available to the Christian liberal arts graduate. Some of those pursued by Cedarville College graduates are listed below.

Department of Instruction	Career Opportunities
Biblical Education	youth pastor; Bible teacher; camp leader and director; missionary; director of Christian education; pastor; evangelist; writer; preparation for seminary
Business Administration	accountant; auditor; controller; retail manager; salesman; office manager; banker; sales manager; purchasing manager; business teacher; church financial manager; marketing research; production manager
Communication Arts	teacher; minister; director of public relations; personnel management; mass media; communications; station manager; journalist; manager; salesman; lawyer; politician; broadcast programmer
Education	teacher in elementary school: general (1-8), music (K-8), physical education (K-8), Christian school; teacher in high school and middle school; special music (K-12); physical education; special education
Health and Physical Education	physical education teacher; camping; recreation; administrator of youth activities and youth organizations
Language and Literature	teacher; journalist; linguist; editor; copy writer; prelaw; premedical; personnel relations
Music	minister of music; music teacher; music therapist; composer; director of music; and education
Nursing	caregiver; teacher; counselor; missionary; researcher; supervisor; manager; health screener in hospitals, clinics, nursing homes, health departments, doctors' offices, industrial medical services, or government.
Psychology	counselor in local church, social agencies, geriatric centers, rehabilitation centers, correctional institutions, state hospitals; teacher of psychology in high school
Science and Mathematics	teacher; researcher; laboratory technician; health professions; preparation for pharmacy; preparation for medicine; environmental sciences; missions; computer scientist; statistician; business actuarial science; engineering; mathematical physics
Social Science	teacher of high school history, social science, political science; government worker; historical researcher; probation officer; politician; related welfare worker; children's caseworker; researcher; family caseworker; administrator; preparation for seminary and graduate study

# Admissions



## Admissions

Cedarville College invites applications from secondary school graduates who are able to present strong academic records and a clear testimony of faith in Jesus Christ. In selecting students, the Admissions Committee admits students for whom graduation is a reasonable expectation and who are expected to contribute positively to the college community. They carefully consider all factors which demonstrate the applicant's ability to succeed at Cedarville College. Criteria for selection include:

1. Evidence of a personal relationship with Jesus Christ and a consistent, Christian lifestyle.
2. Academic record, recommendations, and rank in class.
3. Test scores from the American College Test (ACT) or Scholastic Aptitude Test (SAT). (Transfer students and applicants who have been out of high school one year or more are not required to furnish these test scores.)

The college does not discriminate on the basis of race, color, sex, or national origin.

Those applicants with the best prospects for admission have academic credentials which include a college preparatory secondary school curriculum, a grade average above a "C +," a rank in the upper half of the class, and a test score on the ACT or SAT above the national average.

Although the college does not prescribe actual secondary school course requirements, it *recommends* that students follow a college preparatory curriculum which includes:

- 4 units of English (grammar, composition, and literature)
- 3 units of mathematics (algebra and geometry)
- 3 units of natural science (physical science, biology, and chemistry)
- 3 units of social studies (history and government)
- 2 units of a single foreign language

Students planning to pursue fields of study in science, mathematics, and nursing are encouraged to take as many courses in mathematics and science as possible in their secondary school curricula.

Electives should be chosen to develop interests and skills in related practical fields. Skill in typing is of real value in completing many course assignments and is of particular importance to students who plan to enroll in computer courses in college.

### Family Rights and Privacy Act

Cedarville College complies with the Family Educational Rights and Privacy Act (the Buckley Amendment), which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The college has adopted a policy which explains in detail the procedures followed for compliance with provisions of the Act. Copies of the policy are available in the Academic Records and Student Personnel Offices.



## Early Admission

Students who have completed their junior year of high school may apply for early admission. This is especially important for students who anticipate a lengthy graduate program after graduation from college. In addition to following normal application procedures, early admission applicants should submit superior academic records, strong recommendations from high school teachers, and a statement of approval from parents or guardians. An interview is also suggested.

## Admissions Procedure

A student must complete the following steps in order to be considered for admission to Cedarville College:

1. Obtain, complete, and return an application for admission. Applications are available from and should be returned to the Admissions Office. Necessary recommendation forms are included in the application. A \$15 fee and two current photographs should accompany the returned application.
2. Take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have the score reports sent to Cedarville College.\*\* The application for admission may be submitted before taking either test.
3. Request that high school transcripts through the junior year be sent, along with a recommendation from the high school counselor. Class rank at the end of the junior year should be included.
4. Request a recommendation from the pastor of the church he or she attends.
5. Request that official copies of transcripts for work completed at other colleges be sent. (Transfer students)

\*\*Information concerning test dates and locations is available from most high school counselors and the Admissions Office at Cedarville College.



## Quarter of Admission

Although most students choose to enter the college in the Fall Quarter, students are welcome to enter the Winter or Spring Quarters, or either of the Summer Sessions. They should follow the specified admissions procedure, making note of respective application deadlines.

Students who have been offered admission to the college for a particular quarter may defer their enrollment to a subsequent quarter by notifying the admissions office in writing at least one month before the quarter begins.



### **Deadlines and Notifications**

Cedarville College operates on a rolling admissions procedure. An application is processed as soon as the file is complete. A completed file includes an application for admission, \$15 application fee, ACT or SAT scores, high school transcript, college transcript (if applicable), high school counselor's recommendation, and pastor's recommendation. Applicants are notified by letter within two weeks after the Admissions Committee acts upon the completed file.

Application deadlines are as follows:

August 15	for	Fall Quarter
November 15	for	Winter Quarter
February 15	for	Spring Quarter
June 1	for	Summer Session I
July 1	for	Summer Session II

Deadlines are adjusted on available space basis.

### **Reservation Deposit**

A reservation deposit must be submitted as an indication of a student's intention to enroll. The amount of the deposit is \$250 for students planning to live in college housing and \$125 for commuting students. This money will be credited to the student's account and used toward first quarter expenses. The reservation deposit is refundable up until the first day of registration. This policy applies to new freshmen, transfer, and readmitted students.

### **Admission to Academic Programs**

Some academic programs have unique requirements. For example, music students are required to audition for entry to that department. Students in education and nursing apply for admission to their respective programs during their sophomore year after the program prerequisites have been satisfied. Therefore, students should review the specific entrance requirements which are outlined in the respective departmental sections of the catalog.



### Advanced Placement

High school students may receive advanced collegiate standing by enrolling in college level courses during their senior year and scoring at least a 3, 4, or 5 on the Advanced Placement Examination sponsored by the College Board. They may also earn credit by participating in the College Level Examination Program sponsored by the College Board. Up to thirty quarter hours can be earned through these programs. Students interested in participating in these programs should contact their high school counselors or the director of admissions for details.

### Readmission

A student whose academic work has been interrupted for one quarter or more must apply for readmission. If he has been out of Cedarville College less than one year, a letter of request for readmission is needed at least two months before the beginning of the quarter in which he desires to matriculate. This letter should state his educational goal and reaffirm his Christian commitment; it should also contain a brief summary of his current Christian service activities.

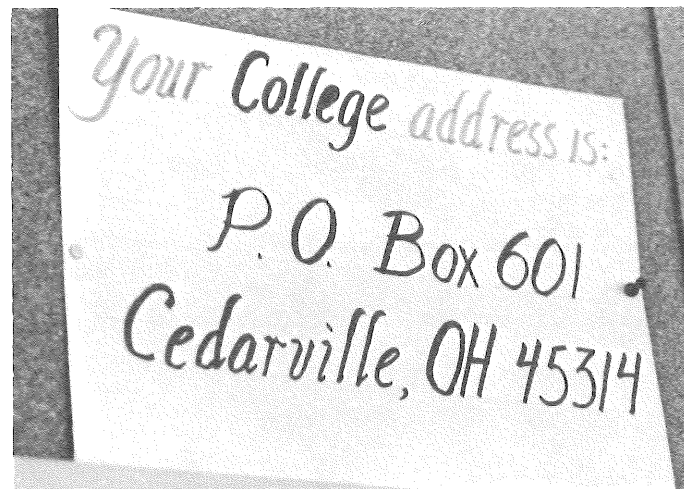
If a student has been away from campus for more than one year, an updated pastor's recommendation is required, in addition to the letter of request which states his educational goal, Christian commitment, and reports on the previous year's activities. If college level work has been completed elsewhere, official transcripts should accompany the request for readmission.

A student who has been readmitted after one year away from Cedarville College is expected to complete the graduation requirements as outlined in the catalog in current use at the time of reenrollment.

### Transfer Students

Students who wish to transfer to Cedarville should submit, along with their applications for admission, official transcripts of credit from all colleges attended.

Credits from accredited colleges are fully transferable as long as they apply to the student's course of study at Cedarville.



Courses in which less than a "C" is earned are not granted transfer credit.

The college desires to cooperate fully with transfers from Bible colleges and institutes, especially those transferring from schools which are members of the American Association of Bible Colleges. The college also readily accepts credits from most business and community colleges. Many times students who have earned associate degrees are able to enter Cedarville as juniors. Specific transfer information is available from the director of admissions upon receipt of official transcripts.

When computing cumulative grade point averages for students who have transferred credits from other colleges, only the work completed at Cedarville is included.

All transfer students are required to attend New Student Orientation. Transfer students in their freshman or sophomore year are expected to complete the same number of Biblical Education course as continuing students. Juniors and seniors must complete at least one Biblical Education course each quarter of full-time residence including 21-340 Baptist History.



### **International Students**

Cedarville College welcomes applications for admission from students of all nations. The college is approved for attendance by nonimmigrants by the Immigration and Naturalization Service. International students should follow the college admissions procedure carefully, submitting their applications well in advance of deadlines so that sufficient time is available for processing and communication. Those coming from countries in which English is not the native language may need to demonstrate their proficiency in English by taking the Test of English as a Foreign Language Examination (TOEFL).

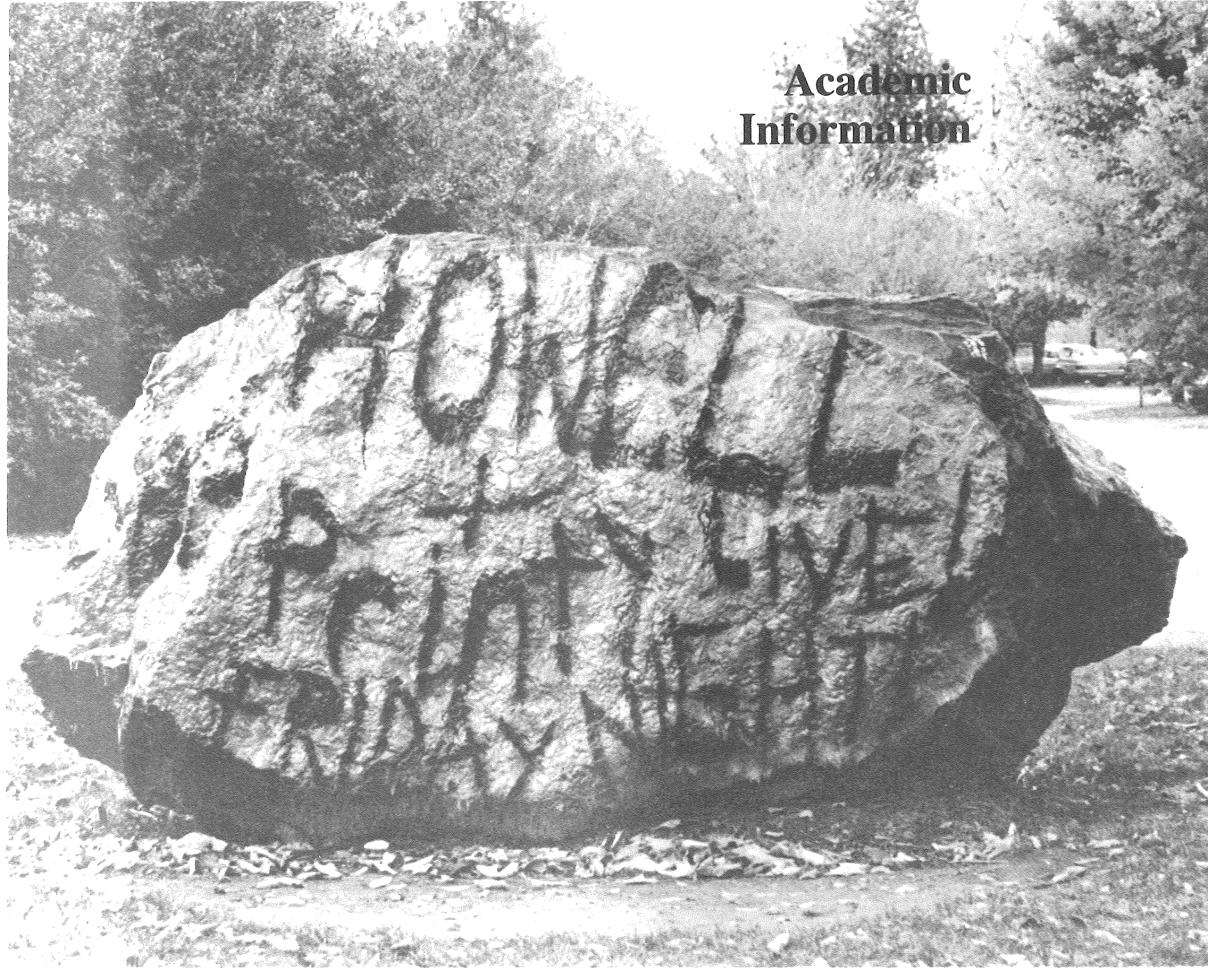
Upon acceptance, international students must deposit at the college \$7500 in United States currency or submit a certified affidavit of support. Full admission to the college will be granted upon receipt of these funds or affidavit. Permission for employment must be secured from the United States Government. No financial aid is available for international students.

### **Canadian Students**

The college welcomes Canadian applicants. In addition to following the specified admissions procedure, Ontario residents who complete Grade XIII are encouraged to present clearly marked transcripts so that appropriate credit for advanced collegiate standing may be awarded. Upon acceptance, all students should send a certified letter of financial support that indicates both the intention and the resources available to cover the cost of attending Cedarville College. Upon receipt of this document, the college will forward the appropriate forms needed for entry into the United States as a student.

*Forty-four states and ten foreign countries are represented in the student body. Jenny Boer is from Croydon, Victoria, Australia.*

# Academic Information





## Academic Information

The Cedarville College program is designed to meet the educational, moral, physical, social, and spiritual needs of young people who desire to honor God with their lives. The total program represents a balance between the knowledge gained through the courses studied, the co-curricular activities, and worship in the regular chapel and church services. In such a setting, truth from Scripture is integrated with the knowledge taught in each course to provide effective learning and enduring life values. The knowledge and skills learned from the courses give the student an excellent background for professional competence in his chosen field.

### Major Field

The amount of work for a typical major field is usually about 50 quarter hours and must include the requirements of the department. Comprehensive majors are typically from 70 to 90 hours. Specific requirements are listed at the beginning of department course offerings. No courses in which "D" grades are received may be counted as meeting the requirements of the major field. Often departments will suggest that an alternate course be taken rather than repeating the course.

In order to graduate, a student must satisfy the requirements for at least one major field of study. With proper scheduling, he may concurrently complete the requirements for more than one major. Majors involving fewer than sixty quarter hours of course work lend themselves to this approach.

### Major Fields of Study

The college offers twenty-eight major fields of study. Some of the majors represent combinations of two or more areas of study. These are denoted. (\*) Course requirements for each of the majors are outlined in the respective departmental sections of the catalog.

Accounting	History
American Studies*	Mathematics
Behavioral Science*	Music
Bible, Comprehensive	Music Education
Bible, Preseminary	Nursing
Biology	Physical Education
Broadcasting	Political Science
Business Administration	Prelaw*
Chemistry	Psychology
Church Music	Public Administration*
Communication Arts	Science, Comprehensive
Computer Information Systems	Social Science
Elementary Education	Sociology
English	Spanish



## General Education Requirements

The college requires a pattern of courses which helps achieve college objectives. These objectives lead to an educational experience which broadens the student's outlook and knowledge.

The general education pattern is:

	Quarter hours
Biblical Education . . . . .	24
21-101 Old Testament Survey (5)*	
21-102 New Testament Survey (5)*	
21-230 Theology Survey (5)	
21-340 Baptist History (3)	
Two electives from any courses listed by the department in the catalog except for those under the areas of Philosophy and Religion and Biblical Languages. Independent studies and internships are also excluded.	
Communication . . . . .	15
41-120 Grammar and Syntax (5)	
41-130 Principles of Composition (5)	
81-110 Fundamentals of Speech (5)	
Humanities . . . . .	15
51-140 Introduction to the Humanities (5)	
Any five-hour literature course	
Five quarter hours chosen from: 21-220 Introduction to Philosophy (5); 21-225 Ethics (5); 21-226 Religion and Culture (5); Literature (5); 51-331 Music History and/or 51-101 Music Theory (5); foreign language (second year, at least 5 hours).	
One year foreign language	
The language requirement may be met by satisfactorily completing the third quarter of a first year foreign language at the college level, or two years of the same foreign language in high school.	
Physical Education . . . . .	3
Two courses from 61-101 to 61-198	
61-199 Physical Activity and the Christian Life (1)	

Science and Mathematics . . . . . 15  
At least one course from the biological sciences, at least one course from the physical sciences, and one science or mathematics elective.

Social Science . . . . . 14  
91-100 Foundations of Social Science (5)  
One course in history (4 or 5)  
Remaining hours (4 or 5) from the social sciences

**Total hours in the General Education Requirements . . . 86**  
*Many of these courses also satisfy the requirements for major fields of study. The specific major field requirements listed in each department section of the catalog should be consulted to determine which courses apply.*

\*Advanced Biblical studies courses can be substituted if the student has sufficient background.

## Departments of Instruction

Instruction in the college is grouped into eleven departments:

### I. BIBLICAL EDUCATION

Biblical Languages	Philosophy and Religion
Biblical Studies	Practical Theology
Christian Education	Theology

### II. BUSINESS ADMINISTRATION

Accounting	Finance
Business Education	Management
Computer Information Systems	Marketing
Economics	Secretarial Administration

### III. COMMUNICATION ARTS

Broadcasting	Communication Arts
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### IV. EDUCATION

Elementary Education	Special Education
Secondary Education	

### V. HEALTH AND PHYSICAL EDUCATION

Health Education	Physical Education
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## VI. LANGUAGE AND LITERATURE

English Language	German
English Literature	Spanish
French	

## VII. MUSIC

Applied Music	Music History
Church Music	Music Theory
Music Education	

## VIII. NURSING

## IX. PSYCHOLOGY

Behavioral Science	Psychology
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## X. SCIENCE AND MATHEMATICS

Biology	Mathematics
Chemistry	Physics

## XI. SOCIAL SCIENCE

Anthropology	Political Science
Geography	Social Science
History	

### Minor Field

Twenty-four hours in one department usually constitutes a minor. Minor fields are optional.

### Electives

In most instances, the student's program has been planned to include electives. The provision of elective choice is based upon the premise that the student should have an opportunity to either further strengthen his major field or minor field or further broaden his background by selecting courses in areas of inadequacy or interest. Elective choice also provides the student with some flexibility should he decide to change major fields.

### Curriculum Outline

	Quarter hours
General Education Requirements . . . . .	86
Major field requirements and cognates . . . . .	45-100
Electives . . . . .	8-61
<b>TOTAL</b>	<b>192</b>

## Degree Requirements

Cedarville College grants three baccalaureate degrees: Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science in Nursing (B.S.N.). A degree candidate should carefully study the requirements for that degree as well as the special requirements for graduation found in this bulletin. Careful attention to these requirements will enable the student to avoid doing work which will not apply to a degree. General requirements are the following:

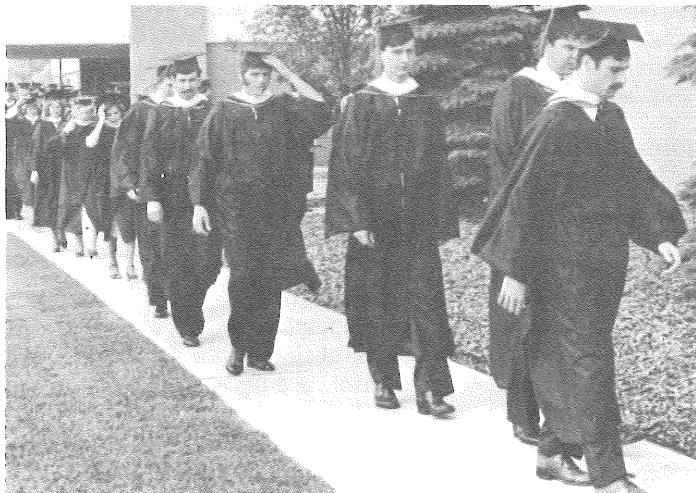
1. Meet all admission stipulations.
2. Complete at least 192 quarter hours, 60 hours of which must be of upper division work (200-400 courses).
3. Maintain a grade point average of not less than 2.00.
4. Establish minimum residency of one year (48 quarter hours, normally the senior year).
5. Complete the general education requirements. (The Biblical Education requirement for freshman and sophomore transfer students is 24 quarter hours; junior and senior transfers must complete at least one Biblical Education course each quarter of full-time residence.)
6. Complete the specific requirements for the desired major, one third of which must be taken at Cedarville College. Students should check their department for any additional requirements unique to their area. Minors may be declared but are optional.
7. Demonstrate proficiency in the use of the English language on a standardized examination or complete freshman English with a 2.0 grade point average, or better, on a four-point scale.
8. Complete at least two years of either classical or modern foreign language in high school or one year at the college level.
9. Participate in the senior testing program when offered.
10. Complete an application for June or August commencement and pay the graduation fee. A separate application is required of students participating in June commencement yet completing their programs in August.

## Graduation

Upper division students must realize that it is their own responsibility to check on their progress toward meeting all requirements for graduation. They are urged to plan the class schedule for each quarter of the senior year at preregistration time at the end of the junior year. This plan should be approved by the faculty counselor and checked to see that when it is completed all degree requirements will have been met.

NOTE: The catalog in use when a student first enrolls governs his graduation requirements. Consequently, that catalog should be retained and used as a guide in case changes are made in the course or graduation requirements during the time the student is enrolled.

Students who cannot finish their program before the end of the spring quarter in their senior year, but who can finish during the following summer, will be granted their diplomas in August. These students may participate in the June commencement preceding the summer in which their work is to be completed. A \$100 refundable deposit is required.



## Academic Advising

Each student is assigned to an academic counselor according to his major field of study. A student who has not declared a major will be assigned to a special advisor equipped to offer assistance in selecting a field of study. The student should consult with his advisor not only at registration but also throughout the year whenever he encounters an academic problem or is formulating plans for changes of educational programs or procedures. A student with low grades in a major or minor field may be advised to select another field of study.

Course work to be completed at other institutions by a student enrolled at Cedarville College should be approved by his academic advisor. Upon the completion of such courses, the student should request that an official transcript be sent to the Academic Records Office.

## Sessions and Credits

The regular college year consists of three quarters of eleven weeks each, extending from October to June. Credits are earned in terms of quarter hours, a quarter credit hour being one fifty-minute period a week for one term. As an illustration, a student completing the work required in fifteen such periods a week for one quarter receives credit for fifteen quarter hours. Exceptions to this are laboratory sessions, applied music, and physical education.

## Academic Load

A total of 192 quarter hours is required for graduation. A student should average sixteen credit hours each quarter if he wishes to graduate upon completion of the twelfth quarter. Fifteen or sixteen hours each quarter is considered the normal academic load, although the student is allowed to take up to eighteen hours without special permission from the academic vice president.

Students working more than twenty hours per week are not advised to carry the full course of studies.

The student's academic load is subject to reduction or limitation by the academic vice president for poor scholarship or excessive work outside of school hours.



## Classification of Students

*Regular students* are those who have met the requirements for admission. Regular standing implies that the student is enrolled in a degree program and is carrying at least twelve quarter hours of credit.

*Special students* are those who have met most of the requirements for regular admission but are not enrolled in a degree program. This classification also includes those students whose high school record or ACT scores show that a period of special counseling, instruction, and adjustment is needed before they can be classified as regular students.

*Part-time students* are those who have met all admission requirements and are enrolled in a degree program but are carrying fewer than twelve quarter hours.

*Transfer students* are those who have been full time for at least one term at some other institution.



## Assignment to Classes

Official class membership is determined according to the following schedule:

Class	Quarter hours completed
Freshmen	fewer than 42
Sophomores	43-89
Juniors	90-134
Seniors	135 and up
Special	Assigned*

\*The Admissions Committee will assign "special" students to appropriate grade level for purposes of student personnel records on the basis of maturity, previous school records, and other related factors.

## Class Attendance

The objectives of class attendance generally include the development of personal motivation for appropriate attendance and the exposure of students to different attendance procedures. In general it is to be noted that regular attendance is necessary for the student to receive full benefit from his college experience.

Since there are several different ways in which ideal class attendance may be achieved, official faculty policy allows each faculty member to determine and develop attendance standards which will meet the particular needs of his own class.

## Out-of-Class Courses

In order for students with irreconcilable conflicts to be able to complete graduation requirements on schedule, it sometimes is necessary to allow instruction in an out-of-class setting. The following rules apply:

1. Only juniors and seniors are eligible.
2. No 100 level courses can be completed in this way.
3. Approval of the department chairman, the faculty member teaching the class, the advisor, and the academic vice president is necessary.

### Testing-Out Procedure

Qualified students are allowed to earn credit hours toward graduation by passing the appropriate examinations with a grade of "B" or better. Students interested in testing out must have department chairman approval. Tests can be taken during registration week or during the first two full calendar weeks of classes. The student will be granted hourly credit but will not be given a grade on the transcript. Students may not test out of a course they have audited and may not test out of more than twenty-seven quarter hours. A \$20 per-quarter-hour fee will be assessed if the student passes the examination.

### Independent Study

As a result of the need for college students to develop a high degree of independence in their ability to choose and investigate problems, a special program in independent study has been organized. The objectives of the program include the provision for students to explore areas not covered in normal course structure, the provision of opportunities for self-motivation, and provision of opportunities for faculty and students to work closely on specialized projects.

It is a college objective to encourage student travel to foreign countries. Credit may be earned for such experience under the Independent Study Program.

Although the individual students and faculty members are to work together on the development of criteria for successful completion of an independent study project, the following rules serve as guiding principles in the operation of the program:

1. No student may enroll for more than one independent study project during the same term.
2. Hours granted for any one independent study shall not exceed four quarter hours.
3. The faculty member supervising the independent study must review and initial the student's copy of the written proposal and the registration card. Registration for the independent study should be done at the beginning of the quarter in which the work is to be completed.



4. No more than eight hours in independent study may be counted toward the major field, no more than four hours toward a minor field, and no more than sixteen may be counted toward graduation. Independent study should not be taken outside major and minor fields without written approval of the department chairman and the academic vice president.
5. Juniors and seniors are eligible for independent study. Sophomores may be considered to be eligible if they also have the approval of the academic dean and department chairman.
6. Grade point average shall not be a qualification for independent study, although the faculty member has the right to deny student participation for any reason the faculty member deems appropriate.
7. The grades of Credit/No Credit may be used, as well as the regular grades, at the discretion of the participating faculty member.

### **Correspondence Study**

Although correspondence study cannot replace the experience gained through the actual classroom instruction and discussion, occasional utilization of correspondence study may be appropriate.

Cedarville College does not offer such courses. However, the college recognizes and recommends several programs. Information concerning these programs is available in the Academic Records Office.

The total number of quarter hours of correspondence study accepted toward completion of degree requirements may not exceed fifteen. In order for correspondence study to be acceptable, prior permission must have been received for each course from the instructor of the course involved, the academic advisor, and the academic vice president. Correspondence study is not counted as residence credit, and therefore cannot be counted toward the residence requirements. Permission forms are available in the Academic Records Office.

Credits received for correspondence study are treated in the same manner as transfer credits.

### **Special Programs of Study**

#### **Au Sable Trails Institute**

Students with an environmental biology emphasis may take advantage of courses offered by the Au Sable Trails Institute in field ecology, field biology, land resources, water resources, and environmental studies. In a setting of northern lower Michigan forests, wetlands, lakes, and wild rivers, students may take courses which provide academic content field experience, and practical tools for stewardship of creational resources. The Institute grants vocational certificates for environmental analysts, land resource analysts, water resource analysts, and naturalists.

Interested students should contact Dr. John Silvius, Cedarville College Au Sable Trails Institute Representative.

### **Holy Land Studies**

Excellent opportunities through the American Institute of Holy Land Studies and the Baptists for Israel Institute are available to students who desire a special educational experience in Israel during the summer months. Information may be obtained from the chairman of the Department of Biblical Education. Credits received are applicable to the students' academic programs at Cedarville.

### **Internships**

Many of the major fields of study include opportunities to receive credit for supervised, on-the-job activities. Interested students should contact respective department chairmen for details.

### **One-Year Bible Program**

The college offers a concentrated program for the student who desires a formal education in Bible before he pursues his vocation at home or engages in a field of technical study not available in a Christian school. It is designed so that the student can function as a more knowledgeable layman in his local church. This curriculum is outlined in the Biblical Education section of the catalog.

### **Preprofessional Programs**

Many students seek specialized training in professions after attending Cedarville College. A number of preprofessional programs are available. The preseminary curriculum which prepares students for seminary studies and the gospel ministry is outlined in the Department of Biblical Education section of the catalog. The prelaw curriculum prepares students for law school and is explained in the Department of Social Science section of the catalog. Preprofessional curricula in agriculture, dentistry, engineering, medical technology, medicine, optometry, osteopathy, pharmacy, and veterinary medicine are described in the Department of Science and Mathematics section of the catalog.

## **Reading Program**

The college offers a noncredit course for all students wishing to improve reading skills and, therefore, increase the productivity and pleasure of college work.

This course includes a broad range of techniques designed to increase reading speed, improve comprehension, and strengthen recall. Participants pay a modest tuition for this four-week program.

Interested students may contact the Student Services Office for detailed information.

## **Reserve Officer Training Corps**

*Army.* Reserve Officer Training Corps instruction leading to an appointment as a lieutenant in the United States Army is available to Cedarville College students. Classes and drills are held at Central State University, located approximately four miles from Cedarville. All ROTC courses are transferred as electives and are taken in conjunction with other subjects for the four years of college.

The standard four-year ROTC program involves two phases: the Basic Course during the first two years and the Advanced Course during the final two years. One can qualify for the Advanced Course by being a veteran, a member of the United States Army Reserve or National Guard, or by attending six weeks of summer training following his sophomore year of college. Students enrolled in the Advanced Course earn \$100 per month for a maximum of ten school months per year.

Two- and three-year merit scholarships which pay for all tuition, fees, and costs of books and supplies at both colleges are available. Recipients of these scholarships also receive \$100 per month for the ten months of the school year each school year the scholarship is in effect.

Interested individuals should contact the Professor of Military Science, Central State University, Wilberforce, Ohio 45384, phone: (513) 376-6279 or Mr. Charles Dillon, Cedarville College ROTC Representative.

*Air Force.* Cedarville College cooperates with Wright State University in offering Reserve Officer Training Corps instruction which prepares students for commissioning as second lieutenants in the United States Air Force. The freshman and sophomore level classes in aerospace studies are held at Cedarville College. Junior and senior level classes are taught at the Wright State University located approximately fifteen miles from Cedarville. These classes are taken in addition to a normal course of study at Cedarville and are recognized as electives.

The four-year program is divided into two phases: the General Military Course involving the freshman and sophomore years and the Professional Officer Course involving the junior and senior years. Students enrolled in the Professional Officer Course receive \$100 per month subsistence allowance.

Scholarships covering the cost of tuition, fees, textbooks, and a \$100 monthly allowance for up to three and one half years are available to students who demonstrate academic and leadership potential.

Students interested in Air Force ROTC should contact Department of Aerospace Studies, Wright State University, Dayton, Ohio, 45435, phone: (513) 873-2730 or Mr. Charles Dillon, Cedarville College ROTC Representative.

## **Study Abroad Program of Christian Colleges (SAPOCC)**

Students planning intensified study in languages are encouraged to participate in SAPOCC sponsored by King's College, Briarcliff Manor, New York. Programs are offered in France, England, Germany, and Spain. Cedarville cooperates in this program with other Christian colleges. SAPOCC is a unique experience for Christian young people because it provides them with Christian living, fellowship, and Christian service opportunities in the foreign country as well as an opportunity for academic development. Interested students should contact the director of admissions for details.





### **Summer School**

The college offers two summer terms of five weeks each from June through mid-August. A student may earn up to ten quarter hours each term. Chapel is held daily and attendance is required.

The summer sessions can appeal to a variety of students. Some wish to accelerate their college program. Other students from other institutions may desire Bible courses which are not available at their institutions. Teachers find the summer terms convenient as a means by which to update themselves in their disciplines. Others enjoy the advantages of smaller summer classes. Incoming freshmen recognize summer attendance as an excellent opportunity to become acclimated to academic pursuits before campus activities begin in the fall.

High school students who have completed their junior year and who display sufficient academic strength may want to consider the summer program.

Interested students should contact the director of summer school. Those students seeking financial aid should contact the director of financial aid.

The following courses are typically offered during the summer:

#### *Biblical Education*

- 21-204 New Testament Survey
- 21-207 Four Gospels
- 21-240 Theology Survey
- 21-260 Inductive Method of Bible Study
- 21-340 Baptist History

#### *Business Administration*

- 11-231 Principles of Economics
- 11-251 Principles of Organization and Management

#### *Communication Arts*

- 81-110 Fundamentals of Speech

#### *Education*

- 31-100 Introduction to Education
- 31-182 Mathematics for Elementary Education
- 31-236 The Learner and the Learning Process
- 31-316 Methods of Teaching
- 31-321 Philosophy of Education

#### *Language and Literature*

- 41-120 English Grammar and Syntax
- 41-231 World Literature
- 41-235 American Romanticism
- 41-241 Early English Literature
- 41-334 Nineteenth Century English Literature

#### *Music*

- 51-140 Introduction to the Humanities

#### *Physical Education*

- 61-154 Golf
- 61-177 Tennis

### *Psychology*

66-160 General Psychology

66-260 Human Growth and Development

### *Science and Mathematics*

71-100 Principles of Biology

71-161 Introduction to Physical Science

71-180 Introduction to Mathematics

### *Social Science*

91-100 Foundations of Social Science

91-111 United States History

91-240 Marriage and the Family

91-251 World Geography

Internships are also available in most major fields which require them.

## **Registration**

The dates of registration for each session are listed in the college calendar. Preregistration periods may be designated for students in residence.

1. **Registration Materials.** Each student will receive a Class Registration Form (CRF) and schedule of classes with instructions in his post office box.
2. **Arrangement of Schedule.** Although each student has an academic advisor to help with scheduling, the student is entirely responsible for his course of study.
3. **Approval of Schedule.** Each student must have his schedule approved by his academic counselor.
4. **Payment of Fees.** Each student will receive a Student Data Sheet (SDS) in his post office box. This includes his schedule and financial statement. The fee schedule must be approved by the Business Office before registration is considered complete.
5. **Drop/Add.** Any course changes must be made by a drop/add sheet. These may be obtained in the Academic Records Office.

Students are urged to register on the days provided. Nominal charges must be paid for late registration.

Changes in the program caused by cancellation of courses will not involve financial penalty.

The catalog used when the student first matriculates is usually followed in defining graduation requirements. Therefore, he should keep that catalog as a guide in case changes are made in course or graduation requirements.

## **Adding and Withdrawing from a Course**

In order to add or drop courses, the student must complete a form provided by the Academic Records Office. The form is to be initialed by both the course instructor and the student's academic counselor. The student will be required to make up any work he has missed due to late entrance. No courses may be added after the end of the first full calendar week without the approval of the academic vice president and faculty members teaching the courses.

Courses may be changed from credit to audit before the end of the fourth week.



Courses may be changed from audit to credit, with permission of the instructor, before the end of the fourth week of the quarter.

If the student drops a course, the Academic Records Office records the action as follows:

<b>Week Course Is Dropped:</b>	<b>Action:</b>
Before the end of the first calendar week	No record on transcript
Second full calendar week through fourth	No record on transcript
Fifth through sixth weeks	"WP" or "WF" (Withdrawn passing or Withdrawn Failing)
After sixth full calendar week	"WF"

The above course changes are not complete until the Academic Records Office receives the completed course change sheet. The effective date of the course change is the date when the completed form is returned to the Academic Records Office.

Refund information is listed on page 146.

### **Withdrawing from College**

No student should leave Cedarville College without following proper withdrawal procedures. In withdrawing, a student must secure an official withdrawal form from the Academic Records Office and return it signed by all the college personnel listed on it. He should give the Business Office at least three days' notice of his intentions to withdraw if he expects to have any money refunded before he leaves. Any failure in following the proper withdrawal procedures will result in an assessment of \$5 being added to the account of the withdrawing student. Transcripts of withdrawn students will be marked as follows:

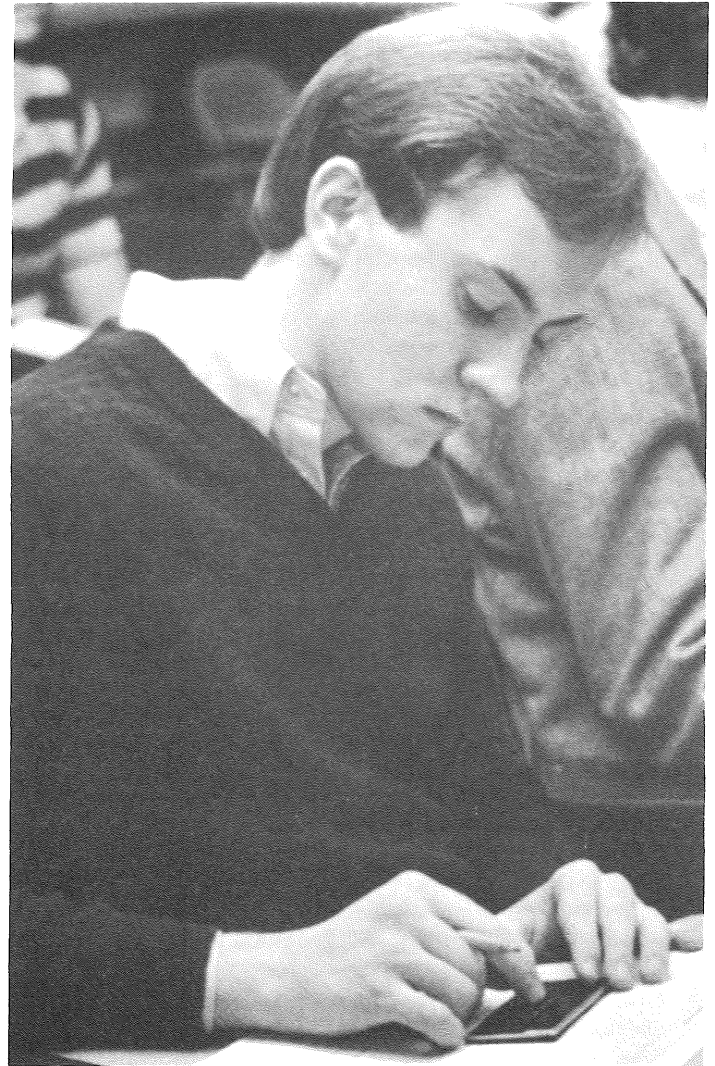
Withdrawal through the fourth week – No record on transcript

Withdrawal from the fifth through the sixth week –

"WP" or "WF"

Withdrawal after the sixth week – "WF" except in cases of serious illness or certain approved circumstances

The ID card must be returned to the Academic Records Office on the student's last day on campus.



## The Grading System

Grades received in courses indicate to the student the fields for which he has the greatest aptitude. A student with low grades in a major or minor field is advised to select another field of concentration.

- A This grade is given in recognition of excellent achievement. It is indicative of work superior in quality and reveals a thorough mastery of the subject matter. The student receiving this grade should demonstrate enough interest to do some independent investigation beyond the actual course requirements.
- B This grade indicates work and achievement that are well above average. The student receiving this grade should be capable of doing advanced work in this field. The quality of the work should be considered better than that achieved by the average student.
- C This is an average grade and is indicative of a satisfactory meeting of requirements.
- D This grade reveals accomplishment that is inferior in quality and is generally unsatisfactory from the standpoint of course requirements. This is the lowest grade for which credit can be given.
- F This is a failing grade. It indicates very unsatisfactory work, and the course must be repeated for credit.
- I The mark "I" is given when a student has done satisfactory work in a class but has been unable to complete all the required work because of extended illness or other extenuating circumstances. Under such circumstances the work may be made up within two full instructional weeks in the term or quarter following the end of the summer school term or quarter in which the "incomplete" was given. If it is not completed in the prescribed time, the "Incomplete" becomes an "F." Required courses which have been failed must be repeated unless an extension is granted by the instructor.
- CR The mark "CR" means that credit has been granted and

it also applies to the "Credit or No Credit Program" where credit is received for satisfactory (average or above) performance in the course. These hours apply toward the total graduation requirement but are not used in the computation of grade point averages.

- NC The mark "NC" means that no credit has been granted. These hours are not used in the computation of grade point averages.
- AU This is given when a course is audited. A student must attend and participate in a course; however, he receives no credit.
- W The mark "W" is used to indicate that the student withdrew from the course during the second, third, or fourth week.
- WP The "WP" is used to indicate that the student is "passing" when he dropped the course during the fifth and sixth week.
- WF The "WF" is used after the fourth week of the quarter if the student is "failing" at the time of withdrawal. A "WF" is treated in the same manner as the "F" grade when figuring the grade point average.



## Grade Points and Point Averages

Cedarville College uses the "four-point system" to determine academic averages.

Grade points are awarded as follows:

Each Quarter Hour	Grade Points
A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
C +	2.3
C	2.0
C -	1.7
D +	1.3
D	1.0
D -	.7
F	0.0

The grade point average is computed by dividing the total grade points earned by the total hours attempted.

## Credit/No Credit Program

Credit/No Credit may be assigned by faculty members in such courses as student teaching, laboratories, independent studies, and one-hour courses in physical education and music.

The opportunity to take elective courses on a Credit/No Credit (CR or NC) basis offers students the occasion to develop background in new areas of study without threatening cumulative grade point averages.

The following rules govern the program:

1. Juniors and seniors shall be allowed to take elective courses on a Credit/No Credit basis. No more than one course may be taken in any one term.
2. Electives shall be those courses which will not count toward either general education, major, minor, or cognates.
3. In order to receive credit, the student must maintain at least a "C" average in the course.

4. The maximum number of courses allowed per student shall be in relation to his grade point average, as follows:

2.0-2.49 – one course

2.5-2.99 – two courses

3.0-3.49 – four courses

3.5 and above – six courses

5. Following the end of the fourth week of the quarter, the student may not change a course from the Credit/No Credit system to the regular program.
6. The student may not change a regularly scheduled class to Credit/No Credit after the first full calendar week of the quarter.
7. A student may choose to receive CR/NC or a letter grade in one quarter hour non-major physical education courses. This choice may be made at the end of the quarter.

## Repeating Courses

Grades are issued at the end of each quarter. However, first quarter freshmen receive mid-term academic warnings if their grades are "D" or "F." It is the responsibility of each student to discuss his academic achievement with his instructor.

Since some freshman students experience difficulty adjusting to the academic life, the college will recompute cumulative grade point averages when a course is repeated as long as the course in which the "D" or "F" was received is repeated before the end of the sophomore year.

## Academic Warning and Suspension

Each student is expected to maintain a 2.00 cumulative grade point average. Any student not achieving the 2.00 average will be placed on academic warning as a reminder to make a serious effort to reach the required average. The first-quarter freshman who does not meet the 2.00 average will not receive official warning, in order to provide some time for the student to make an adjustment

to college life. A student who has received academic warning for two consecutive quarters shall be suspended for at least one quarter unless the student's average indicates progress toward the required average. Consideration for continued enrollment may be made by the academic dean for documented personal illness. Any student not reaching the cumulative grade point average of 2.00 by the end of the third quarter of the sophomore year will be suspended.

A student suspended for academic reasons may make application for readmission during a quarter in the regular academic year following the suspension.

Faculty members and other counselors are available to discuss student progress. The student in academic difficulty should plan to utilize these personnel to help find solutions to academic problems.

Academic warning implies no particular restrictions on college activities, but should be considered as a serious warning that the student faces academic suspension unless grades improve.

### Honors and Awards

**The Dean's Honor List.** Until final awards are announced at Commencement, the highest academic honor possible to attain at Cedarville College is to be included on the Dean's Honor List. This list of high-ranking students is published at the end of each regular quarter. Lists are not published following the summer sessions.

The requirements for the Dean's Honor List are as follows:

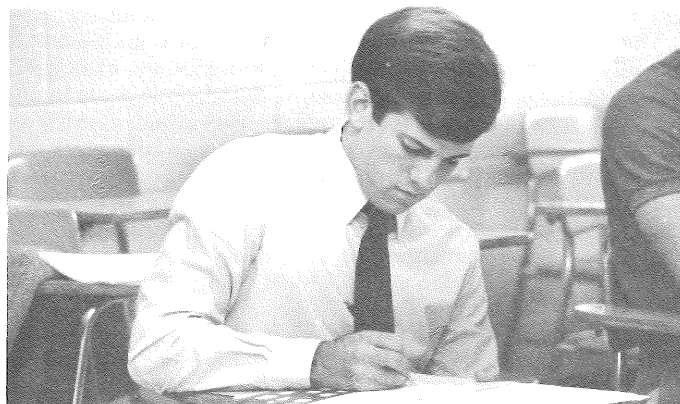
1. A student must have a 3.75 grade point average or higher.
2. A student must have no grade for the quarter lower than a "B."
3. A student must carry a minimum of 12 quarter hours, excluding "CR" hours. Exceptions are made for those enrolled in field experiences or internships granting Credit/No Credit and those who carry at least two courses.
4. A student must complete every course he is taking by the end of the quarter when grades are turned in by the faculty. Any grade of "incomplete" will preclude a student's candidacy for the Dean's Honor List.

**The Dean's List.** Published at the end of each regular quarter, the Dean's List is issued with the following requirements:

1. A student must maintain a 3.25 average for the quarter.
2. A student must be carrying at least 12 quarter hours, excluding "CR" hours. Exceptions are made for those enrolled in field experiences or internships granting Credit/No Credit and those who carry at least two courses.
3. There must be no "incomplete" in any course.

**Graduation with Honors.** Upon recommendation of the faculty, a student who earns a grade point average of 3.50 will be graduated "with honor"; one who earns a grade point average of 3.70 will be graduated "with high honor"; and one who earns a grade point average of 3.85 will be graduated "with highest honor." A student must be in residence at least two full years (90 quarter hours) in order to qualify for honors.

**Alumni Scholarship and Grant Endowment Fund Awards.** Supervised by the Alumni Council, an Alumni Scholarship and Grant Endowment Fund generates interest which is given as scholarships in minimum amounts of \$500 without regard to financial need. The members of the academic departments involved annually select an outstanding freshman, sophomore, or junior student (or, in rare circumstances, an outstanding applicant) enrolled in their disciplines and deemed most deserving of academic recognition.



**The Amstutz Management-Sales Award.** This endowed annual award of at least \$200 is granted to a deserving junior majoring in business administration and has been provided by Mr. and Mrs. Myron E. Amstutz. Selection is made by members of the Department of Business Administration.

**The Arthur Franklin Williams Award.** This annual award of \$100 is granted to a graduating senior majoring in the field of Biblical education. It is determined on the basis of scholastic ability, maturity, character, and spiritual leadership. The faculty of the Department of Biblical Education makes the annual selection.

**The Boyd Accounting Award.** This \$100 award is presented annually on Honors Day to a deserving junior in accounting. A citation is included in the award.

**The Broadcaster's Award.** An annual award is presented to a deserving student majoring in broadcasting. Selection is made by the Speech Department and the manager of WCDR-FM. The award consists of a one-year subscription to *The Broadcasting Magazine*.

**The Clara Monzelle Milner Award.** This annual award for excellence is granted to a deserving junior majoring in teacher education. A citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of award are determined by the faculty.

**CRC Press Chemistry Award.** The current edition of the *Handbook of Chemistry and Physics* is presented to the student with the highest average for the year in General Chemistry.

**The Creation Research Award.** These awards are presented annually to outstanding seniors majoring in biology, chemistry, mathematics, and medical technology. Selection is made by the faculty of the Department of Science. The award consists of membership in the Creation Research Society, a subscription to the *Creation Research Quarterly*, and a certificate of recognition.

**The Edith Hart Milner Award.** This annual award for excellence is awarded to a deserving junior majoring in English literature. A citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of the award are determined by the faculty.

**The Edmund Burke Award.** This award, a minimum of \$100, is awarded to a junior student majoring in social science

with a 3.5 grade point average. The recipient is chosen by the department faculty.

**The Faculty Scholarship Trophy.** An annual faculty award is made to the graduating senior who has the highest cumulative grade point average. Eligibility must include 120 quarter hours taken at Cedarville College completed within nine regular quarters.

**The George L. Lawlor Greek Award.** An annual award is given to the student having the highest average in Elementary and Intermediate Greek over five quarters. The Englishman's Greek Concordance is the award to the recipient.

**The Irma M. Dodson Award.** Established out of gratitude for the Lord's enablement in allowing Irma M. Dodson to serve 50 years in the field of education, this annual award is granted to a female graduating senior in the field of elementary education. The recipient is to have demonstrated consistent and outstanding ability in daily preparation and teaching excellence during her classroom field experiences and student teaching. In addition, she is to have been involved in Christian service, have demonstrated a desire to serve and honor the Lord Jesus Christ in her life, and have shown evidence of leadership qualities and scholastic ability. The Department of Education faculty make the annual selection.

**The James T. Jeremiah Award.** Established to honor his contribution to Christian education as president of Cedarville College, the James T. Jeremiah Award is given annually to the winner(s) of the President's Trophy from an endowment fund provided by the past recipients of the annual President's Trophy.

**The J. D. "Jack" Willetts Scholarship Award.** In memory of this former president of the Cedarville Alumni Association, a scholarship of \$500 from the Alumni Scholarship and Grant Endowment Fund is awarded to a sophomore or junior who excels in preparation for the field of education. Outstanding academic performance, significant involvement in campus activities, well-rounded personality exhibiting Christian thinking in daily living, and dedication to developing the mind of Christ in others are required. The faculty of the Department of Education make final selection from among the candidates.

**The Jimmy O'Quinn Evangelism Grant.** This \$300 award is given annually to an outstanding senior who has actively partici-

pated in local church ministry and, if possible, in campus evangelism and gospel team evangelism, whose conduct and deportment are exemplary.

**The John E. Kohl Music Trophy.** This annual award for excellence is granted to a deserving junior majoring in music. A citation accompanies the \$100 gift. The trophy is given in recognition of excellence in musical scholarship, musical performance, and Christian service through music. This memorial has been provided by Robert Trombley. Selection is made by the faculty of the Department of Music.

**The Martha Louise Brown Memorial Award.** This annual Christian service award is given to a deserving graduating senior showing faithfulness and leadership in the area of Christian service. Selection is made by the Christian Service Committee.

**Oxford University Press Scofield Bible Award.** An embossed Scofield Bible is awarded to the graduating senior in Bible having the highest cumulative grade point average.

**The Pat Yoder Amstutz Nursing Award.** This endowed annual award of at least \$200 is granted to a deserving junior majoring in nursing and has been provided by Mr. and Mrs. Myron E. Amstutz. Selection is made by members of the Department of Nursing.

**The President's Trophy.** This is awarded annually to a graduating senior on the basis of scholastic ability, character, leadership, and sportsmanship.

**The Rietveld Fine Arts Award.** This award, established by Mr. and Mrs. Floyd Rietveld, is given annually to the junior or senior demonstrating consistent and outstanding ability and development in one or more areas of the fine arts (music, drama, communication arts, and broadcasting). Criteria for selection include classroom excellence, performance abilities, leadership qualities, and evidence of a life dedicated to serving and honoring the Lord Jesus Christ. The academic vice president and respective department chairmen make the annual selection.

**The Thomas and Hochwalt Award.** The Monsanto Fund and the Dayton Section of the American Chemical Society sponsor an award of \$150 for an outstanding junior chemistry major. Selection is made by the chemistry faculty.

**The Wall Street Journal Award.** This award is made annually to an outstanding graduate in business administration.





## Course Numbers and Designations

The course numbers are designed to be of help to the student in selecting courses at the appropriate level. The following system is used:

1. The first digit indicates the year in which the course usually is taken. Freshmen normally take 100 level courses; sophomores, 100 level or 200 level courses; juniors, 200 level or 300 level courses; and seniors 300 level or 400 level courses. Courses beyond the student's classification should be taken with the consent of the instructor and academic counselor.
2. The second digit usually indicates the area within the department.
3. The third digit generally indicates the sequence followed in offering the course. A zero indicates that the course will be offered every quarter.
4. The course numbers listed in sequence and separated by hyphens represent courses that must be scheduled in the order shown. The course numbers separated by commas indicate courses that may be taken as individual units and not necessarily in the sequence shown.
5. The first two digits of the course numbers are used to designate departments as follows: 11- Business Administration; 21- Biblical Education; 81- Communication Arts; 31- Education; 41- Language and Literature; 51- Music; 56- Nursing; 61- Physical Education; 66- Psychology; 71- Science and Mathematics; 91- Social Science.

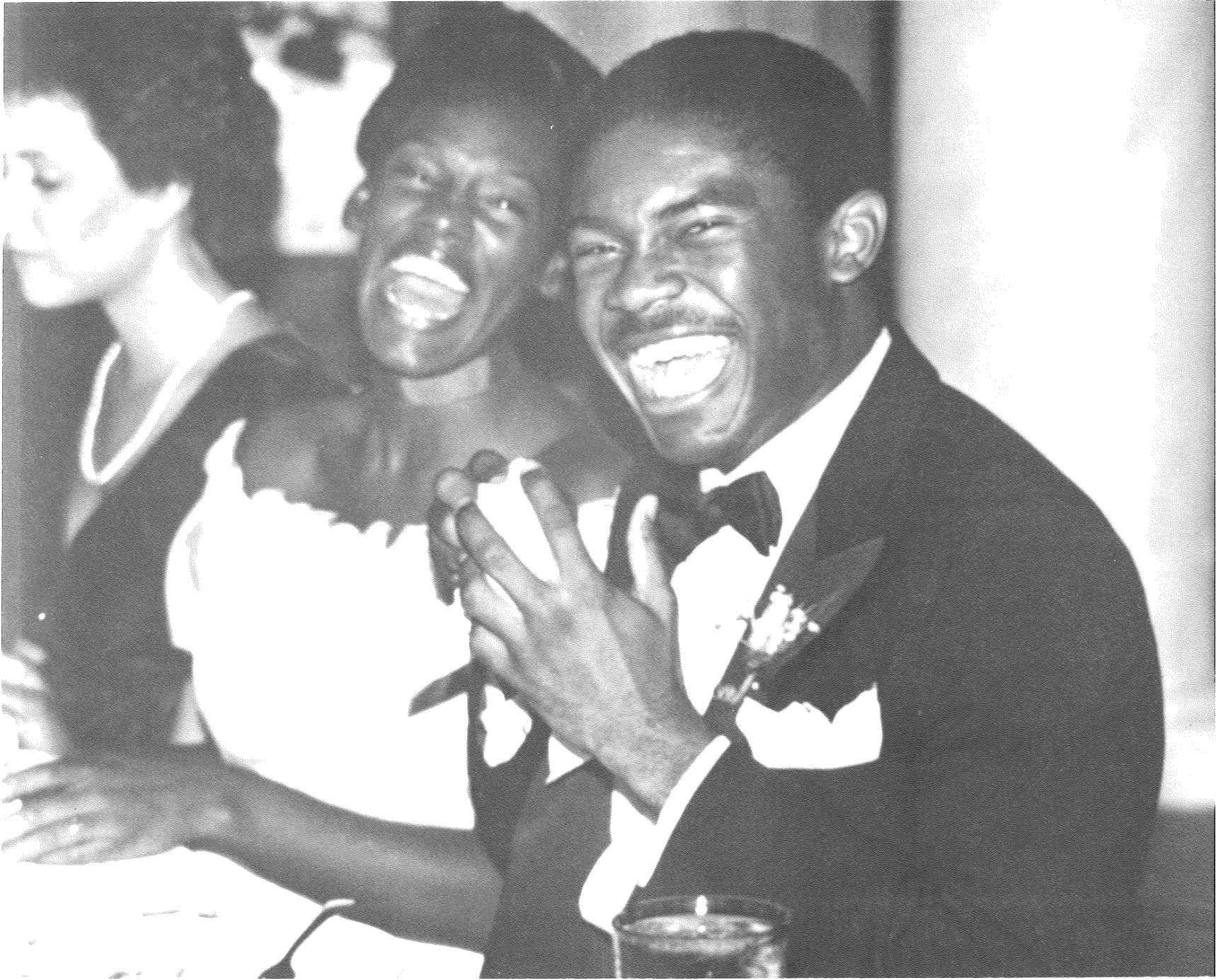
The quarter that the course is offered is shown in italic letters following the course title as follows: *A*–Autumn; *W*–Winter; *Sp*–Spring; and *Su*–Summer. The number to the right of the course title is the credit given in quarter hours.

*The college reserves the right to offer or withhold any of the courses listed.*

## Alternate Year Courses

Some departments offer courses on alternate years. These are designated as “alternate, even years” or “alternate, odd years” based on the first school year number. Example: 1984–1985 is an even year.



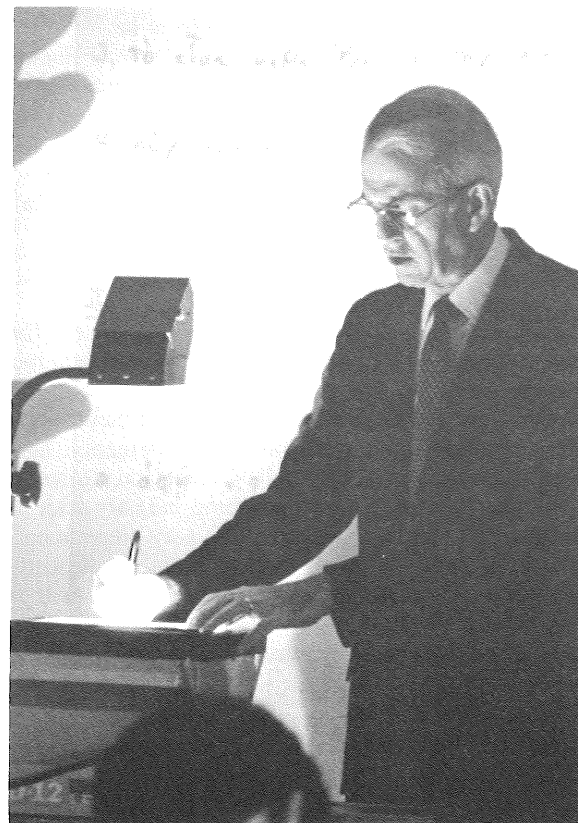
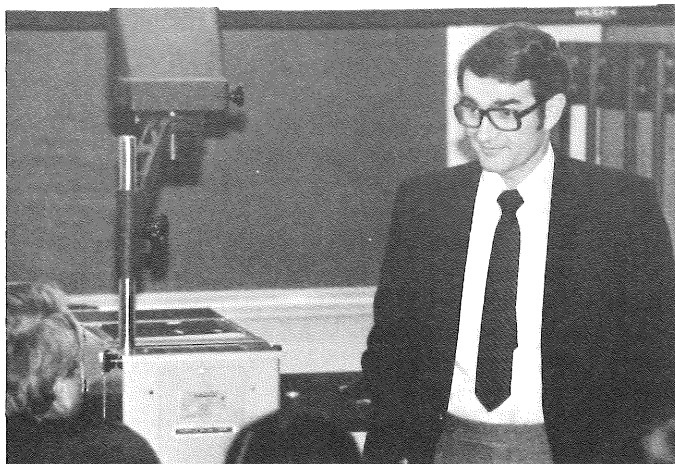


*Jack Riggs, Th.D., Professor of Old Testament, has recently written Hosea's Heartbreak, a study of the book of Hosea.*





# Biblical Education





*Professors:* Robert G. Gromacki, *Chairman;*

Richard D. Durham, Jack R. Riggs

*Associate Professors:* Jean R. Fisher, W. David Warren

*Assistant Professors:* Donald A. Parvin, Gary J. Percesepe

*Part-time Faculty:* Harold R. Green, Irene W. Parvin,

R. Byron Shearer, William Wheeler

The Department of Biblical Education is comprised of Biblical Studies, Philosophy and Religion, Theology, Practical Theology, Biblical Languages, and Christian Education.

This department seeks to provide a Biblical foundation for a liberal arts education, presenting the great truths of the Scripture by studying correct principles of interpretation and proper application in order that the student may be an effective witness for Christ regardless of the vocation which he may be led to pursue. It also seeks to lay a good foundation for those persons called of God into full-time vocational Christian ministries.

### **Preseminary Bible Major**

The *Preseminary Bible Major* is designed for students anticipating graduate work. It provides a sufficient foundation in Biblical subjects and the Greek language and enables the student to select elective courses from other departments which will enrich his personal and professional development. This is an ideal program for the person who believes that God is directing him into the pastoral, missionary, or teaching ministry after investing at least seven years in college and seminary preparation. Seminary candidates should also consult seminary catalogs to determine specific undergraduate requirements and adjust their programs at Cedarville College accordingly.

**Requirements for a Preseminary Major.** Forty-eight quarter hours, including:

Old Testament Studies	10
New Testament Studies	10
Theology	10
Practical Theology	10
Christian Education	8

Additional Requirements: 21-251, 21-252, 21-253 Elementary Greek; 21-351, 21-352, 21-353 Intermediate Greek.

### **Preseminary Curriculum**

Preseminary major requirements	48
General Education Requirements	57
Greek	24
Electives	63
	192

### **Comprehensive Bible Major**

The purpose of the *Comprehensive Bible Major* is to provide an education for the person who upon graduation becomes a director of Christian Education, a youth pastor or worker, a missionary candidate, an evangelist, or a pastor. Within this program, certain vocational emphases can be gained through course selection and supervised field experiences. Requirements vary and are based upon the emphasis desired and selected.

**Requirements for Comprehensive Bible Major.** Ninety quarter hours, including:

#### ***General Studies Emphasis***

Old Testament Studies	15
New Testament Studies	15
Philosophy	10
Theology	20
Practical Theology	15
Christian Education	15

#### ***Pastoral Emphasis***

Old Testament Studies	10
New Testament Studies	8
Philosophy	5
Theology	20
Christian Education	10
Practical Theology, including	37
21-240 Evangelism	3
21-242 Missions Survey	4
21-340 Baptist History	3

21-350 Homiletics . . . . .	5
21-405 Pastoral Counseling . . . . .	3
21-407 Pastoral Problems . . . . .	3
21-440 Pastoral Internship . . . . .	16

### ***Missions Emphasis***

Old Testament Studies . . . . .	10
New Testament Studies . . . . .	10
Theology . . . . .	20
Practical Theology . . . . .	8
Christian Education . . . . .	10
Missions, including . . . . .	32
21-226 Religion and Culture . . . . .	5
21-240 Evangelism . . . . .	3
21-242 Missions Survey . . . . .	4
21-245 Contemporary World Missions . . . . .	4
21-450 Internship . . . . .	10
Seminars/field study . . . . .	6

### ***Christian Education/Youth Emphasis***

Old Testament Studies . . . . .	10
New Testament Studies . . . . .	8
Philosophy . . . . .	5
Theology . . . . .	20
Practical Theology . . . . .	6
Christian Education, including . . . . .	41
21-260 The Inductive Method . . . . .	4
21-267 CE—Preschool Children . . . . .	5
21-269 CE—Elementary Age Children . . . . .	5
21-361 Educational Work . . . . .	4
21-362 CE—Youth . . . . .	5
21-366 CE—Adults . . . . .	4
21-463 Methods of Bible Teaching . . . . .	4
21-470 Internship . . . . .	16

### **Comprehensive Bible Curriculum**

Comprehensive Bible major requirements . . . . .	90
General Education requirements . . . . .	62
Electives . . . . .	40
	192

### **Requirements for a Minor in Philosophy and Religion.**

Twenty-three quarter hours.

**Requirements for a Minor in Greek.** Twenty-four quarter hours.

**Requirements for a Minor in Christian Education.** Twenty-three quarter hours.

### **One-Year Bible Program**

The college offers a concentrated program for the student who desires a formal education in Bible before he pursues his vocation or before he engages in a field of technical study not available in a Christian school. It is designed so that the student may function knowledgeably as a layman in his local church.

#### **FALL**

21-101 Old Testament Survey . . . . .	5
21-207 The Four Gospels . . . . .	5
Book study . . . . .	4
Bible elective . . . . .	3
TOTAL . . . . .	17

#### **WINTER**

21-102 New Testament Survey . . . . .	5
21-260 The Inductive Method of Bible Study . . . . .	4
21-240 Evangelism . . . . .	3
Bible elective . . . . .	5
TOTAL . . . . .	17

#### **SPRING**

21-230 Theology Survey . . . . .	5
21-216 The Book of Revelation . . . . .	3
Book study . . . . .	5
Bible elective . . . . .	4
TOTAL . . . . .	17

## DEPARTMENTAL COURSES

### BIBLICAL STUDIES

**21-101 Old Testament Survey—A, W, Su 5 hours**

A survey of the entire Old Testament, giving special attention to the authorship, historical background, and the theme of each book. A study of the history of the Hebrew nation from its origin to the time of Jesus Christ.

**21-102 New Testament Survey—W, Sp, Su 5 hours**

A survey of the entire New Testament, including the historical background of the Inter-Testament period, giving special attention to authorship, content, main events, and the unfolding of God's redemptive purpose through the Lord Jesus Christ.

**21-201 Old Testament—Pentateuch—A 5 hours**

A detailed study of the five books of Moses. Attention is given to the historical material of these books, to theological problems, and to practical and homiletic values. *(Alternate, odd years)*

**21-202 Old Testament — Historical Books I — W 5 hours**

A study of the history of Israel from the entrance into Canaan until the end of the reign of Solomon. *(Alternate, odd years)*

**21-203 Old Testament — Historical Books II — Sp 5 hours**

A study of the history of Israel from the division of the kingdom of David-Solomon until the restoration after the exile. *(Alternate, odd years)*

**21-204 Old Testament — Major Prophets — A 5 hours**

A chronological study of the major prophetic books of the Old Testament. The ministry of the prophets to their own times is carefully considered as well as their great predictive messages, fulfilled and unfulfilled. *(Alternate, even years)*

**21-205 Old Testament — Minor Prophets — W 5 hours**

A chronological study of the twelve minor prophets, their ministry in relation to Israel and other contemporary nations, and their practical message for today. *(Alternate, even years)*

**21-206 Old Testament — Poetical Books — Sp 5 hours**

An examination of the distinctive characteristics of Hebrew poetry with the various forms being illustrated and explained. The doctrinal and the practical value of the books are studied. Psalms is treated in detail, with special attention given to the Messianic portions. *(Alternate, odd years)*

**21-207 The Four Gospels — A, Su 5 hours**

A harmonistic, chronological study of the Gospels, setting forth the life and ministry of Jesus Christ from His incarnation to His ascension.

**21-208 The Books of Acts — W 3 hours**

An analysis of the missionary outreach of the apostolic period with special emphasis upon transitional theological problems, the journeys of Paul, and the historical setting of the epistles. *(Alternate, even years)*

**21-209 Romans and Galatians — Sp 4 hours**

An exegetical study with stress upon Paul's logical development of doctrinal themes, the relationship of Israel to God's redemptive program, and practical Christian living. *(Alternate, even years)*

**21-211 The Corinthian Epistles — Sp 4 hours**

An exposition of First and Second Corinthians with attention given to their historical background, their teachings, and the integrity of Pauline apostleship. *(Alternate, odd years)*

**21-212 The Prison Epistles — W 3 hours**

A detailed study of Ephesians, Philippians, Colossians, and Philemon including their historical setting and doctrinal distinctives. *(Alternative, odd years)*

**21-213 The Thessalonian and Pastoral Epistles — Sp 4 hours**

An exegesis of First and Second Thessalonians, First and Second Timothy, and Titus with special attention given to their background, eschatological features, and presentation of local church administration. *(Alternate, odd years)*

**21-214 The Book of Hebrews — A 3 hours**

An exposition of this book with stress upon the nature of Christ's priesthood, the typology of the Old Testament sacrificial system, and the superiority of Christianity. *(Alternate, even years)*

**21-215 The General Epistles — W 4 hours**

An examination of James, First and Second Peter, the three Johannine epistles, and Jude with consideration placed upon their background, exposition of apostate teachers, and lessons on practical living. *(Alternate, even years)*

**21-216 The Book of Revelation — S 3 hours**

A detailed exposition of this book with stress upon its literary structure, its exaltation of Christ, and its outline of future events.

## PHILOSOPHY AND RELIGION

**21-220 Introduction to Philosophy — A, Sp, Su 5 hours**

A survey of the principal issues in western philosophy covering such areas as epistemology, metaphysics, aesthetics, and the major systems of philosophy.

**21-221 History of Ancient and Medieval Philosophy — W 5 hours**

A survey of men and movements in Greek and Christian philosophy from Thales to Aquinas. Selected, representative writings of the philosophers will be read. *Prerequisite:* 21-220 Introduction to Philosophy. *(Alternate, odd years)*

**21-222 History of Modern Philosophy — W 5 hours**

A study of the principal philosophers from Descartes through

Nietzsche. The development of rationalism and empiricism with the Kantian synthesis and its results will be emphasized. *Prerequisite:* 21-220 Introduction to Philosophy. (Alternate, odd years)

**21-225 Ethics — Sp 5 hours**

A study and evaluation of the major theories of goodness, obligation, and motive; and the development of a consistent Christian theory of value and obligation.

**21-226 Religion and Culture — Sp 5 hours**

An introduction to religious issues, themes, and alternatives as they emerge in the historical context of Eastern and Western culture.

**21-322 Logic — W 5 hours**

A study of the principles of correct and fallacious reasoning involved in traditional logic and modern logic. (Alternate, odd years)

**21-325 Philosophy of Religion — W 3 hours**

An analysis of the major philosophical problems relating to religion as these have arisen in the modern intellectual milieu.

**21-420 Independent Study in Philosophy — A, W, Sp, Su 1-4 hours**

The student will investigate a significant topic of philosophy of special interest with a view toward integration of knowledge.

**21-423 Contemporary Philosophy — Sp 5 hours**

A survey of the more significant European and American philosophies of the 20th Century. Primary consideration will be given to existentialism, pragmatism, and analytic philosophies. *Prerequisite:* 21-220 Introduction to Philosophy. (Alternate, odd years)

**21-429 Seminar in Philosophy — Sp 3 hours**

Individual and group research in the area of Christian theistic philosophers and the implications of their views toward an analysis of contemporary culture. (Alternate, odd years)

## THEOLOGY

**21-230 Theology Survey — A, W, Sp, Su 5 hours**

A survey of the great doctrines of the Christian faith designated to help establish the student in the Word of God.

**21-232 Bible Archaeology — W 3 hours**

A specialized study of archaeology as it pertains to the historical events of both the Old and New Testaments.

**21-233 Bible Geography and Customs — Sp 5 hours**

A geographical survey of the Bible lands with stress upon the topography and cultural distinctives in their historical context. (Alternate, even years)

**21-332 Biblical Interpretation — W, Su 3 hours**

A detailed study of the basic principles of Bible interpretation.

**21-333 Christian Evidences and Apologetics — A, Sp, Su 3 hours**

A study of the basis for and the nature of the evidences for Christianity. Stress is placed on the idea of Biblical revelation and its use in the defense and confirmation of the gospel.

**21-335 Bibliology and Theology Proper — W 4 hours**

A study of bibliology, the doctrine of the Scriptures, with emphasis upon its revelation, inspiration, canonicity, and illumination; and theology proper, the doctrine of the being of God, with attention given to His existence, attributes, trinitarian relationships, and decrees.

**21-336 Angelology and Anthropology — Sp 4 hours**

A study of angelology, the doctrine of the unfallen angels, the fallen angels, and Satan; and anthropology, the doctrine of man, with stress on his creation, constitution, fall, and sinful condition.

**21-337 Soteriology and Christology — A 4 hours**

A study of soteriology, the doctrine of salvation, including election, the atonement, and eternal security; and Christology, the doctrine of Christ, with emphasis upon His deity, humanity, and redemptive work.

**21-338 Pneumatology and Ecclesiology — W 4 hours**

A study of pneumatology, the doctrine of the person and work of the Holy Spirit; and ecclesiology, the doctrine of the church, with stress upon both the universal church and the local church.

**21-339 Eschatology — Sp 4 hours**

A study of eschatology, the doctrine of last things, with attention given to the rapture of the church, the tribulation, the millennium, the eternal state, and the distinctives of dispensationalism.

**21-401 through 21-407 Seminars 3 hours**

Individual research and group discussion in various areas through prepared notes, current books, and selected periodicals.

21-401 Contemporary Theology

21-403 Missions

21-405 Pastoral Counseling

21-406 Pastor's Wife

21-407 Pastoral Problems

**21-430 Independent Study in Bible — A, W, Sp, Su 1-4 hours**

The student will investigate a significant topic or Scripture passage of special interest with a view toward integration of knowledge.

## PRACTICAL THEOLOGY

**21-240 Evangelism — A, W, Sp, Su 3 hours**

The objectives of the course will be threefold: first, to help the student become aware of his responsibility to be an effective Christian witness; second, to challenge the student to make a genuine effort in witnessing;



third, to acquaint the student with the methods which may be employed and with the difficulties which may be encountered in witnessing. Particular attention will be given to the many "isms" so prevalent in our modern society.

**21-242 Missions Survey — A 4 hours**

A survey of the history of missions from apostolic times correlated with a study of New Testament missionary principles and practices. The organization and policies of the GARBC approved agencies will be examined. (Alternate, odd years)

**21-245 Contemporary World Missions — W 4 hours**

A study of the development, methods, and problems of Christian missions since World War II.

**21-340 Baptist History — A, W, Sp, Su 3 hours**

A consideration of the doctrines and principles which have distinguished Baptists throughout their history. Emphasis will be placed upon the Biblical demands upon the local church in the light of the present ecclesiastical situation.

**21-350 Homiletics — A, W 5 hours**

Practice of the skills necessary to the preparation and delivery of sermons of the topical, textual, and expository modes is gained along with a study of the theory involved. Students gain practical experience in preaching situations. *Prerequisite:* 81-110 Fundamentals of Speech; 21-260 The Inductive Method of Bible Study, junior or senior status.

**21-440 Pastoral Internship — A, W, Sp, Su 16 hours**

Ten weeks in a local church gaining experience in pastoral responsibilities under the supervision of Bible department faculty and/or the local pastor. Five hours will count toward the presemenary major. *Prerequisite:* Approval of the Bible faculty.

**21-441 Independent Study in Missions — A, W, Sp, Su 1-4 hours**

Individual research in various topics of missions, including mission boards, methods, and places of service.

**21-450 Missionary Internship — Su 1-10 hours**

Four to six weeks on a home or foreign mission field gaining experience in actual missions activity under the supervision of the Missionary Internship Committee and a qualified missionary. This program is open to students in various majors, is normally taken during the summer between the junior and senior years, and cannot be counted toward the general education requirement in Bible. Up to three hours may count toward the presemenary major.

**21-456 Advanced Homiletics — Sp 4 hours**

An advanced study of sermon structure development and effective delivery. The course is designed to give the student practice in the outlining, writing, delivering, and evaluating of sermons for different types of preaching situations. *Prerequisite:* 21-350 Homiletics.

## BIBLICAL LANGUAGES

**21-251, 21-252, 21-253 Elementary Greek — 5 hours each quarter**

The basic elements of the Greek language. Careful attention is given to grammar, syntax, vocabulary, and the reading of selected portions of the Greek New Testament.

**21-351, 21-352, 21-353 Intermediate Greek 3 hours each quarter**

Detailed study of advanced Greek grammar, reading in the Greek New Testament, the application of advanced syntactical rules, and an introduction to exegesis. *Prerequisite:* 21-251, 21-252, 21-253 Elementary Greek.

**21-459 Elementary Hebrew — Sp 3 hours**

An introduction to the basic elements of Biblical Hebrew. Attention is given to vocabulary, grammar, and the use of language tools.

## CHRISTIAN EDUCATION

**21-260 The Inductive Method of Bible Study — A, W, Sp, Su 4 hours**

An inductive study of a book of the Bible designed to develop the student's skill in independent Bible study.

**21-264 Principles of Bible Teaching — A 3 hours**

A study of the Biblical principles of teaching which provide a rationale for methodology. (Alternate, odd years)

**21-267 Christian Education of Preschool Children — A 5 hours**

Emphasis on the Biblical philosophy of ministering to preschool children in the home and church, considering the nature and needs of children birth to five years, and the programs and methods used to effectively teach God's Word to this age group.

**21-269 Christian Education of Elementary Age Children — Sp 5 hours**

Emphasis on the Biblical philosophy of ministering to children in grades one through six in the home and church, and the programs and methods used to effectively teach God's Word to this age group.

**21-361 Educational Work of the Church — A 4 hours**

The methods of organizing and administering the total educational program of the church. Consideration is given to the educational process, leadership education, and methods of counseling and supervision.

**21-362 Christian Education of Youth — W 5 hours**

Emphasis is placed on the characteristics of youth, the understanding of youth's problems, and their implications for the work of the church. Programs, leadership, materials, trends and organization of youth work within and related to the church.

**21-365 Audio-Visual Methods — W 3 hours**

The methods of preparing and using audio-visual materials as aids to teaching including commercial, projected, and non-projected materials.

**21-366 Christian Education of Adults — Sp 4 hours**

The presentation of the characteristics and needs of the adult, his worship, education, service, and recreation in the church and the home.

**21-460 Independent Study in Christian Education — A, W, Sp 1-4 hours**

Opportunity to explore in depth an area or problem by independent research in Christian education.

**21-462 Seminar in Christian Education — W 3 hours**

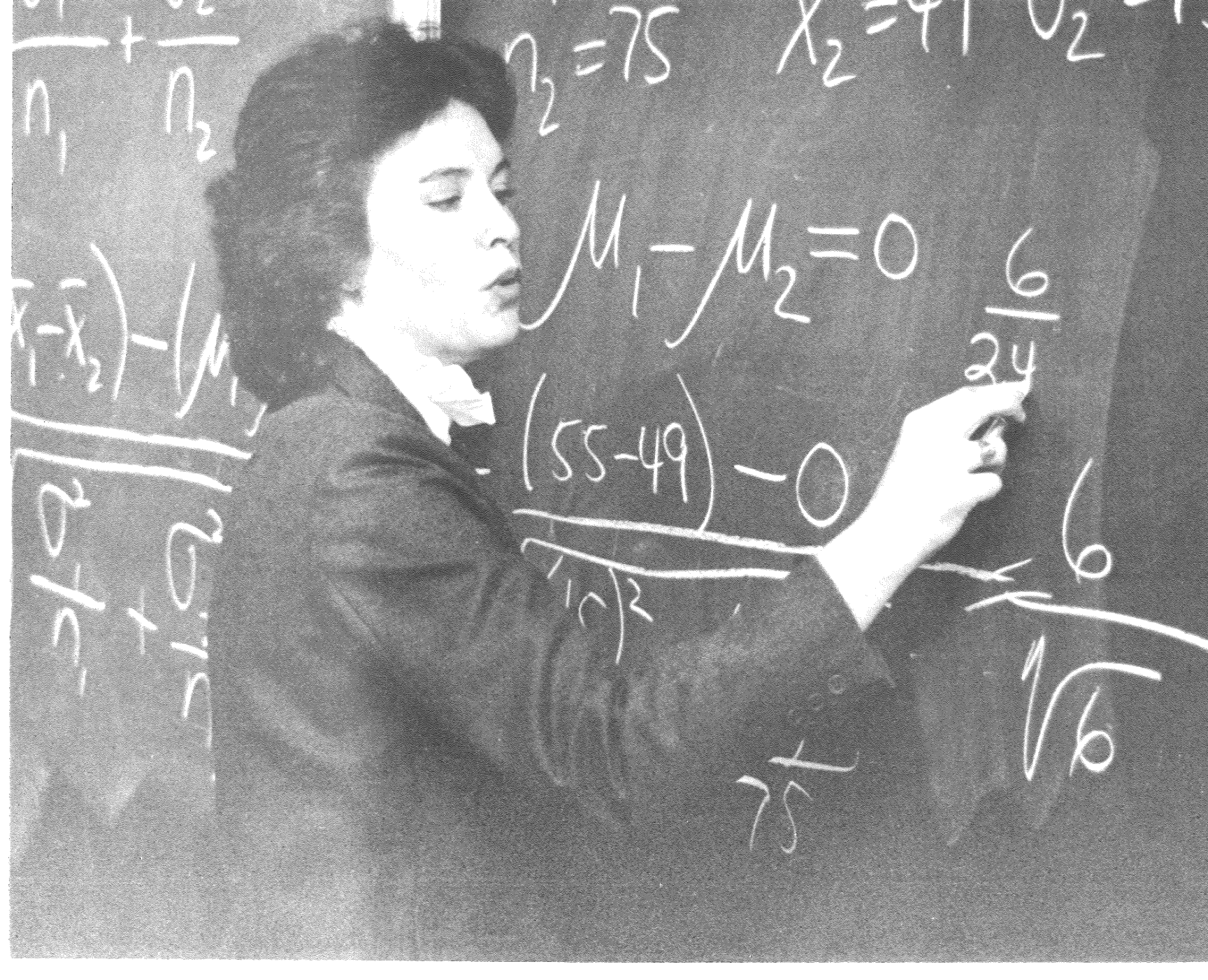
Trends and problems of the field are analyzed and defined by individual research and group conferences.

**21-463 Methods of Bible Teaching — Sp 4 hours**

An experimentation and application in the classroom of various methods of Bible study and teaching. *Prerequisite:* 21-260 The Inductive Method of Bible Study.

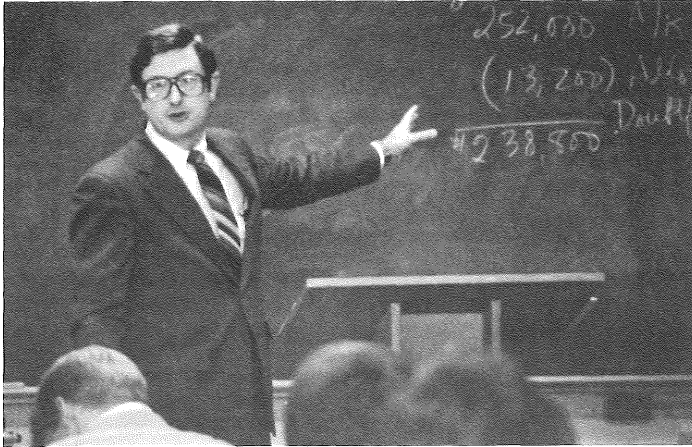
**21-470 Internship in Christian Education 16 hours**

Ten weeks in a local church gaining experience in the total educational program of the church, under the supervision of the Christian Education faculty and the Pastor and/or Director of Christian Education. *Prerequisite:* Bible faculty approval and 20 hours in Christian Education.

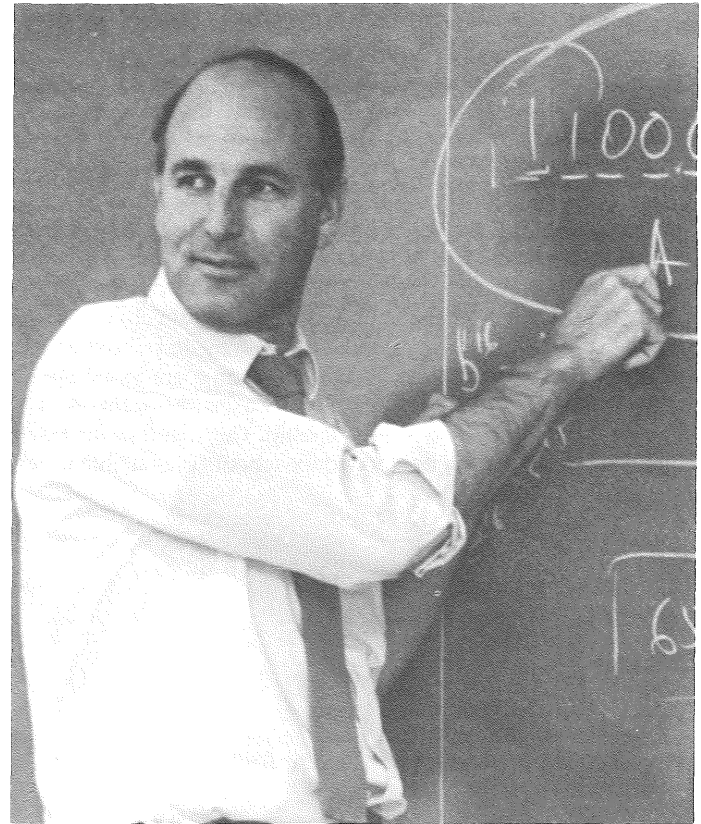


$$n_1 + n_2$$
$$x_1 - x_2$$
$$M_1 - M_2 = 0$$
$$(55 - 49) = 0$$
$$n_2 = 75$$
$$x_2 = 41$$
$$u_2 = 1$$
$$24/6$$
$$6/6$$
$$75/1$$
$$1/6$$

# Business Administration



*Marinus Hazen, M.S., C.P.A., Assistant Professor of Business, brings to the classroom insight in finance gained from extensive experience in corporate financial management.*



*Professor:* Clifford W. Fawcett, *Chairman*  
*Associate Professor:* James E. Seaman  
*Assistant Professors:* Richard E. Baldwin, Marinus Hazen,  
 Martha J. Johnson, Anne R. Rich, Galen P. Smith,  
 Sarah H. Smith, Ronald J. Walker  
*Instructors:* Betsy L. Kempf, Debra L. Brown  
*Part-time Faculty:* Kenneth H. St. Clair, Rodney Wyse

The Department of Business Administration has as its primary objective the development of qualified business professionals. This objective is met by ensuring a knowledge of basic business functions, by providing the foundation for continuing self-development, by educating students to be aware of the businessperson's responsibilities in the political, social, and economic order of society, and by increasing the student's capacity for adjustment to the rapidly changing conditions in the business world.

The department consists of the fields of accounting, general business, computer information systems, economics, finance, management, marketing, and secretarial administration.

The department is designed to afford the prospective business person a high quality program taught by dedicated Christian professors. The majors in business administration are based upon a balanced program for graduate study in business, careers in business, and in church financial leadership. Certification for teaching business subjects in the secondary schools is available in several fields.

### Program of Study

General Education requirements:	86
Biblical Education*	24
Communication	15
Humanities	15
Physical Education	3
Science and Mathematics	
including 71-184 Introduction to Analysis	15
Social Science	14
Foreign language requirement**	0-15

Business Administration:	85
Core requirements	54
Area of Special Emphasis	16-26
Business electives	0-10
66-160 General Psychology	5
General Electives	<u>6-21</u> 192

\*Advanced Biblical studies courses can be substituted if the student has sufficient background.

\*\*The language requirement may be met by satisfactorily completing the third quarter of a first year foreign language at the college level, or two years of the same foreign language in high school.

### Business Administration Core Requirements

Fifty-four quarter hours including:

11-101, 11-102 Principles of Accounting	10
11-121 Introduction to Data Processing	3
11-211, 11-212 Quantitative Methods	8
11-216 Business Communications	3
11-231, 11-232 Principles of Economics	8
11-251 Principles of Organization and Management	4
11-261 Principles of Marketing	4
11-311 Business Law	4
11-371 Business Finance	4
11-442 Business Seminar	3
11-451 Management Problems and Policies	3

### Requirements for a Major in Accounting

Eighty quarter hours including:

Business administration core requirements	54
11-201, 11-202 Intermediate Accounting	8
11-301 Advanced Accounting	4
11-302 Federal Income Taxes	4
11-303 Cost Accounting	5
11-304 Auditing	5



### **Requirements for a Major in Business Administration**

Eighty quarter hours including:

Business administration core requirements . . . . .	54
Area of special emphasis . . . . .	16
Electives in business administration . . . . .	10

### **Areas of Special Emphasis**

#### ***Accounting***

Requirements include sixteen quarter hours in 200- or 300-level accounting courses and/or independent study in accounting. Students who are preparing for the CPA examination should fulfill the requirements for the accounting major.

#### ***Business Education***

In addition to the requirements for certification in secondary education, at least one of the teaching fields described in the Education Department section of the catalog must be selected.

#### ***Computer Information Systems***

Requirements include sixteen quarter hours in 200- or 300-level computer science courses, 11-354 Management Science, and/or independent study in computer information systems.

#### ***Economics***

Requirements include sixteen quarter hours in economics courses, 11-313 Government and Business, and/or independent study in economics.

#### ***Finance***

Requirements include sixteen quarter hours in finance courses, 11-331 Money and Banking, and/or independent study in finance.

#### ***Management***

Requirements include 11-253 Organizational Behavior, twelve quarter hours in 300-level management courses, 11-361 Sales Management, 11-362 Marketing Management, and/or independent study in management.

#### ***Marketing***

Requirements include sixteen quarter hours in 200- or 300-level marketing courses and/or independent study in marketing.

### ***Secretarial Administration***

Requirements include thirty-five quarter hours in secretarial administration.

### ***Special Programs***

Although most students choose one of the seven areas of special emphasis, individual programs can be arranged to meet the specific needs of the student.

### **Requirements for a Major in Computer Information Systems**

Eighty quarter hours including:

Business administration core requirements . . . . .	54
11-114, 11-225 Cobol I, II . . . . .	8
11-326 Systems Analysis . . . . .	4
11-327 Systems Design . . . . .	4
11-328 Data Base Development . . . . .	4
11-421 Software Development . . . . .	3
11- CIS elective . . . . .	3

### **Requirements for a Minor in Business Administration**

Twenty-five quarter hours including:

11-101 Principles of Accounting . . . . .	5
11-251 Principles of Organization and Management . . . . .	4
11-261 Principles of Marketing . . . . .	4
Electives in business administration . . . . .	12

### **Requirements for a Minor in Computer Information Systems**

Twenty-five quarter hours including:

11-101 Principles of Accounting . . . . .	5
11-251 Principles of Organization and Management . . . . .	4
11-261 Principles of Marketing . . . . .	4
Electives chosen from 200- or 300- level courses in Computer Information Systems . . . . .	12

## ACCOUNTING

### 11-101, 11-102 Principles of Accounting — A, W, Sp **5 hours each quarter**

An introduction to the accounting for sole proprietorships, partnerships, and corporations. Topics include basic bookkeeping procedures, preparation and use of financial statements, management accounting, taxes, and payroll.

### 11-105 Accounting Fundamentals — W **3 hours**

An introductory accounting course for two-year secretarial students and nonbusiness majors. No previous accounting knowledge is necessary. This course does not count toward the business administration major.

### 11-201, 11-202 Intermediate Accounting — A, W **4 hours each quarter**

Review of fundamentals, basic accounting theory, and practice of the financial statements. Development of the ability to analyze accounting problems and present clear, supportable solutions is stressed. *Prerequisite:* 11-102 Principles of Accounting

### 11-301 Advanced Accounting — Sp **4 hours**

A study of consolidated financial statements, foreign exchange, estates and trusts, branch accounting, and related problems. *Prerequisite:* 11-202 Intermediate Accounting.

### 11-302 Federal Income Taxes — A **4 hours**

Proper preparation of federal income tax returns for individuals, partnerships, and corporations. Ability to do research in this area is stressed. *Prerequisite:* 11-102 Principles of Accounting.

### 11-303 Cost Accounting — A **5 hours**

Principles of industrial and distribution cost accounting, job order and process cost systems, and standard costs. *Prerequisite:* 11-102 Principles of Accounting.

### 11-304 Auditing — Sp **5 hours**

A study of auditing standards and related auditing procedures. Topics include evaluation of audit evidence, professional responsibilities, and auditors' reports and opinions. *Prerequisite:* 11-121 Introduction to Data Processing, 11-202 Intermediate Accounting, 11-212 Quantitative Methods.

### 11-305 Accounting Information Systems — W **3 hours**

A study of the flow of information through the accounting system emphasizing systems analysis and design, internal controls, and computer applications in the business environment. *Prerequisites:* 11-102 Principles of Accounting, 11-121 Introduction to Data Processing.

### 11-306 Fund Accounting — Sp **4 hours**

Accounting and reporting principles, standards, and procedures applicable to not-for-profit organizations. *Prerequisite:* 11-201 Intermediate Accounting.

### 11-402 Advanced Accounting Problems — W **4 hours**

Comprehensive review of the application of accounting principles, using specific problems and development of approaches to problem solving. Useful as intensive preparation for the C.P.A. examination. *Prerequisite:* 11-202 Intermediate Accounting.

## BUSINESS ADMINISTRATION

### 11-211, 11-212 Quantitative Methods — A, W, Sp **4 hours each quarter**

An introduction to quantitative methods used in business decision making. Topics include probability, sampling, estimation regression, correlation, and time-series analysis.

### 11-216 Business Communications — A, W, Sp **3 hours**

A preparation for the skill of originating all types of business letters, reports, memoranda, and other media of communication.

### 11-311, 11-312 Business Law — A, W, Sp **4 hours each quarter**

A study of contracts, sales, bailments, negotiable instruments, agency, employer-employee relationships, partnerships, corporations, insurance, and property.

### 11-313 Government and Business — W **4 hours**

A study of the governmental agencies and their effect on American business. Case studies and current events are developed to show the trends and status of various laws and regulations. The economic impact and difficulties which arise in managing a business are reviewed. *Prerequisite:* 11-231, 11-232 Principles of Economics. (Alternate, odd years)

### 11-319 Calculus for Business — Sp **3 hours**

The concepts of differential and integral calculus which have found wide application in business and economics. *Prerequisite:* 71-184 Introduction to Analysis.

### 11-340 Independent Study in Business Administration **1-4 hours**

Research in problems of accounting, computer information systems, general business, economics, management, marketing, or secretarial science.

### 11-341 Topics in Business **1-5 hours**

A variety of courses is covered under this heading on an experimental basis. This allows the department to meet the changing needs of the students without formally adding or dropping courses on a quarterly basis.

### 11-345 Business Internship **5-16 hours**

A work-study program designed for junior and senior business administration majors to receive a variety of job-related experiences in a business environment. The program is arranged and administered by the business department.

### 11-391 International Business — A **4 hours**

A study of the global perspective on all business activity. The impact

of the economic, cultural, legal, and historical environments on the functional areas of business is studied. *Prerequisite:* 11-251 Principles of Organization and Management, 11-261 Principles of Marketing, 11-231, 11-232 Principles of Economics.

**11-442 Business Seminar — A, W, Sp** **3 hours**

Discussion of current business topics. Open only to seniors in business administration.

## BUSINESS EDUCATION

**11-347 Materials in Business Subjects — A, Sp** **2 hours**

A study of the materials used in teaching business subjects in high school.

**11-348 Clinical Teaching – Business — A, Sp** **1-3 hours**

A clinical experience required of teacher education students. The course includes sixty-six clock-hours of on-campus experiences that are analogous to secondary school teaching. These experiences are arranged by the department and are supervised and evaluated as part of teacher-training requirements. They may be taken in one-, two-, or three-credit hour segments.

## COMPUTER INFORMATION SYSTEMS

**11-121 Introduction to Data Processing — A, W, Sp** **3 hours**

An overview of computer information systems. The integration and application of computer hardware, software, procedures, systems, and human resources are explored.

**11-124 Computer Programming – BASIC — A, W, Sp** **3 hours**

Principles of computer programming in BASIC. A strong emphasis is placed on the proper design of a computer program using structured programming concepts and techniques.

**11-221 FORTRAN Programming — A, Sp** **4 hours**

Problem solving is emphasized as algorithms and techniques useful in practical business application are introduced in programming arithmetic, logic, and data handling functions. *Prerequisite:* 11-124 Computer Programming – BASIC.

**11-224, 11-225 COBOL Programming — A, W, Sp**

**4 hours each quarter**

The course introduces the basic program structure of a high level programming language as business-oriented programs are prepared and executed. Advanced topics are developed with stress upon more efficient programming techniques, documentation, and structured programming. *Prerequisite:* 11-124 Computer Programming – BASIC.

**11-324 System Simulation — W**

**4 hours**

Simulation is a problem-solving technique that has its greatest use in the study of models of real systems. The course introduces the principles of simulation and the application of a simulation language to studies of queuing systems, inventory systems, and network analysis. Each student designs and runs a computer model. *Prerequisite:* 11-211 Quantitative Methods, 11-221 FORTRAN Programming.

**11-326 Systems Analysis — Sp**

**4 hours**

A study that provides an understanding of the duties of the systems analyst together with an understanding of the specific methods and techniques for conducting a systems project — from the preliminary investigation of the project through the systems implementation and evaluation. *Prerequisite:* 11-221 FORTRAN Program or 11-224 COBOL Programming.

**11-327 Systems Design**

**4 hours**

Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems.

**11-328 Database Development**

**4 hours**

Introduction to application program development in a database environment with an emphasis on loading, modifying and querying the database using a host language (COBOL). Discussion and application of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational.

**11-421 Software Development**

**3 hours**

Application of computer programming and system development concepts, principles and practices to a comprehensive system development project. A team approach is used to analyze, design, and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations, and group dynamics in the solution of information systems problems. Development of database to support the system.

## ECONOMICS

**11-231, 11-232 Principles of Economics — A, W, Sp**

**4 hours each quarter**

A study of fundamental economic principles as an aid in understanding our free enterprise system. Emphasis is placed upon such economic concepts as production, consumption, exchange, and price distribution.

**11-331 Money and Banking — Sp 4 hours**  
A study of the principles of money, credit, and banking; and the operation of the banking system. *Prerequisite:* 11-231, 11-232 Principles of Economics.

**11-334 History of Economic Thought — W 4 hours**  
Principal figures in the development of economic ideas, and the contribution of each period of economic thought from the mercantilist to the present. *Prerequisite:* 11-231, 11-232 Principles of Economics.

(Alternate, odd years)

**11-335 Comparative Economic Systems — A 4 hours**  
Analysis of the major economic systems existing in the world today. This involves, among others, capitalism, socialism, communism, and fascism. The economies of France, China, Japan, and Yugoslavia are considered. *Prerequisites:* 11-231, 11-232 Principles of Economics.

(Alternate, even years)

**11-337 Labor Economics — Sp 4 hours**  
An examination of the role of unions and the labor market in a free enterprise system. Emphasis is given to the impact of unions as a social institution in the collective bargaining process. Labor legislation and the labor movement are studied from both a historical and current perspective. *Prerequisites:* 11-231, 11-232 Principles of Economics.

(Alternate, even years)

**11-339 Public Finance — Sp 4 hours**  
A consideration of the financing of local, state, and federal governments. Much attention is given to three functions of government: stabilization, distribution, and allocation. All major taxes which are present in the United States are studied as to structure, revenue gained, and present status. *Prerequisite:* 11-231 Principles of Economics.

(Alternate, odd years)

## MANAGEMENT

**11-251 Principles of Organization and Management — A, W, S 4 hours**

An examination of the policies, principles, practices, and problems involved in the organization and management of business concerns.

**11-253 Organizational Behavior — W 4 hours**

A study of the impact of human behavior within and upon the organizational structure. Emphasis is given to behavior as related to employment, absenteeism, employee turnover, productivity, human performance, and management. *Prerequisite:* 11-251 Principles of Organization and Management.

**11-351 Small Business Management — Sp 4 hours**  
A course dealing with the problems involved in establishing and managing a small business. Financial organization, services, and problems are analyzed. *Prerequisite:* 11-102 Principles of Accounting, 11-251 Principles of Organization and Management, and 11-261 Principles of Marketing.

**11-352 Production Management — W 4 hours**  
A study of how manufacturing, planning, inventory analysis, make or buy orders, purchasing, equipment analysis, production scheduling, quality control, and cost control relate to production. Modern production management techniques are introduced. *Prerequisite:* 11-102 Principles of Accounting, 11-212 Quantitative Methods, and 11-251 Principles of Organization and Management.

**11-353 Personnel Management — A 4 hours**  
An analysis of the principal functions, processes, and problems involved in the management of personnel policies; selection, training, promotion, and discharge of personnel; labor turnover, safety, health, and recreation. *Prerequisite:* 11-251 Principles of Organization and Management.

**11-354 Management Science — Sp 4 hours**  
An introduction to linear programming, transportation and assignment problems, network flow problems, and inventory systems. The linear programming, transportation and assignment, network flow, and inventory models are solved and their use demonstrated by various applications. *Prerequisite:* 11-212 Quantitative Methods. (Alternate, even years)

**11-451 Management Problems and Policies — A, W, Sp 3 hours**  
Methods of modern management as applied to industrial and business enterprises. Concepts as applied to business situations and use of the case and problem approach to stimulate the student's thinking into areas of planning and control, staffing, executing, and appraising. The responsibilities of business enterprise toward both their own personnel and the people they serve. Open only to seniors in business administration.

## MARKETING

**11-261 Principles of Marketing — A, W, Sp 4 hours**  
A survey of distribution functions, middlemen and channels of trade, competition, price policies, market planning, market research, and consumer problems.

**11-263 Principles of Advertising — W 4 hours**  
Principles and procedures in modern advertising including analysis of products, buyer attitudes, media, layout, and copy.

**11-361 Sales Management — W 4 hours**

Techniques, principles, and practices in personal selling, and a discussion of the principles of organization, supervision, and control of the selling function. *Prerequisite:* 11-261 Principles of Marketing.

(Alternate, odd years)

**11-362 Marketing Management — Sp 4 hours**

Factors involved in the management of the marketing function relative to product development, promotion, pricing, physical distribution, and the determination of marketing objectives within the framework of the marketing system and available markets. *Prerequisite:* 11-261 Principles of Marketing.

(Alternate, even years)

**11-363 Marketing Research — Sp 4 hours**

The techniques for gathering and appraising information needed in marketing, planning, and control are examined — especially the development of primary marketing data through survey and observation. *Prerequisite:* 11-261 Principles of Marketing and 11-211, 11-211 Quantitative Methods.

(Alternate, odd years)

**11-365 Consumer Behavior — A 4 hours**

Consumer decision-making processes and the psychological, sociological and cultural factor influencing them are studied. Applicable theory, research findings, and concepts provided from other disciplines are examined. *Prerequisite:* 11-261 Principles of Marketing.

**11-367 Industrial Marketing — Sp 4 hours**

A study of the industrial market sector which includes buying behavior, applied demand analysis, and segmentation techniques. A framework for understanding the industrial strategy development provides the student with decision-making capabilities for use in the industrial setting. *Prerequisite:* 11-261 Principles of Marketing.

(Alternate, odd years)

## FINANCE

**11-171 Personal Finance — W, Sp 4 hours**

The position of the consumer in the marketplace; practices in consumer efficiency in planning, buying, using schedules, budgeting, bank accounts, charge accounts, installment buying, borrowing, saving, insurance, income tax preparation, and maintenance and conservation of consumer goods are emphasized. Special attention is given to housing, the automobile, medical and legal services, leisure pursuits, government services, and other major consumer purchases.

**11-173 Church Financial Management — W 3 hours**

A study of the principles and procedures of the financial management of the local church organization. This course is designed for both business and nonbusiness majors. The topics of financial record keeping,

purchasing, financing, building projects, financial reports, insurance, property management, advertising, pastor's salary, pensions, social security, housing, investment, and church organization are treated.

**11-217 Real Estate Principles 4 hours**

Fundamental principles and theories of real estate including the law of licensing, regulations regarding advertising, financing, settlements, codes of ethics, and the market cycle. The social and economic impact of real estate in modern society is stressed. Factors affecting real estate such as urban land economics, city planning, urban development regulations of land use, principles of value and real estate evaluation, ownership, nature and classification of land, management of property, law, and market analysis are examined.

(Alternate, odd years)

**11-218 Real Estate Law — 4 hours**

Legal aspects of real estate as they pertain to the sale, purchase, and management of real property. Titles, deeds, restrictions, agreements of sale, mortgages, liabilities for injuries, brokerage law, and judgments and liens are also examined. The student studies Ohio real estate law, including rights incident to property ownership and management, agency contracts, and application to real estate transfer conveyancing, probate proceedings, trust deeds, and foreclosure, general real estate forms, as well as recent legislation governing real estate transactions.

(Alternate, even years)

**11-371 Business Finance — A, Sp 4 hours**

A study of the practical and theoretical aspects of financial decision making. Topics include cost of capital, capital structure, management of current assets, capital budgeting, sources of funds, and statement analysis. *Prerequisite:* 11-102 Principles of Accounting and 11-212 Quantitative Methods.

**11-373 Investments — W 4 hours**

A study of the various types of investments including stocks, bonds, mutual funds, commercial, paper, options, and commodities. Particular emphasis is given to return and risk in developing investment strategies. *Prerequisite:* 11-371 Business Finance.

**11-375 Financial Institutions — A 4 hours**

An integrated and comprehensive analysis of financial markets and institutions emphasizing financial intermediaries and their operation in the markets.

**11-377 Investments Analysis and Management 4 hours**

The theory and practice of security analysis techniques and portfolio management objectives. *Prerequisite:* 11-373 Investments.

**11-379 Problems in Business Finance 4 hours**

Case study of financial management in business enterprises. Planning current and long-run financial needs, profit planning, fund allocating, fund raising, divided policies, expansion, and combination. *Prerequisite:* 11-371 Business Finance.





## Requirements for Two-Year Secretarial Certificate Program

Ninety-six quarter hours including:

### *Bible:*

21-101 Old Testament Survey	5
21-102 New Testament Survey	5
21- Bible electives (2 courses)	6

### *General Education:*

41-120 English Grammar and Syntax	5
41-130 Principles of Composition	5
81-110 Fundamentals of Speech	5
66-160 General Psychology	5

### *Business Administration:*

11-121 Introduction to Data Processing	3
11-251 Principles of Organization and Management	4
11-261 Principles of Marketing	4
11-101 Principles of Accounting	5
or	
11-105 Accounting Fundamentals	3
11-216 Business Communications	3
11- Business electives	3

### *Secretarial Administration:*

11-183 Typing III	3
11-186 Shorthand III	3
11-187 Word Processing Concepts	2
11-189 Electronic Calculator Applications	1
11-281, 11-282 Dictation and Transcription	6
11-284 Secretarial Procedures	3
11-285 Records Management	3
11-288 Information Processing	2
11-289 Secretarial Internship	2-5
11- Secretarial electives	12-15

selected from:

11-180 Keyboarding	1
11-181 Typing I	2
11-182 Typing II	3
11-184 Shorthand I	3
11-185 Shorthand II	3
11-286 Legal Office Procedures	2
11-287 Medical Office Procedures	2

## SECRETARIAL ADMINISTRATION

### **11-180 Keyboarding — A, Sp 1 hour**

A five-week course to teach the touch operation of the alphabetic and the ten-key numeric pad keyboard. This course is designed for the student to become more efficient in operating computer terminals, information processors, and other keyboards. Emphasis is strictly in developing speed and accuracy and proofreading skills; no formatting is included in this course.

### **11-181, 11-182, 11-183 Typing — A, W, Sp 3 hours each quarter**

Keyboard mastery with emphasis on correct techniques, development of speed and accuracy, and emphasis upon typing problems involving letter styles, business forms, reports, manuscripts, and tables.

### **11-184, 11-185, 11-186 Shorthand — A, W, Sp 3 hours each quarter**

Introduction to Gregg Shorthand Series 90, emphasizing basic principles, brief forms, phrasing, and development of speed and accuracy.

### **11-187 Word Processing Concepts — A, Sp 2 hours**

An introduction to the impact of technology on the business office. The theory and practice of word and information processing is emphasized. The operation of word processing equipment using basic text editing procedures is included. *Prerequisite:* 11-182 Typing.

### **11-188 Office Machines — A, Sp 3 hours**

Instruction and practice in operation of modern office machines and equipment including adding, duplicating, calculating, and transcribing machines. *Prerequisite:* 11-181 Typing.

### **11-189 Electronic Calculator Applications — A, Sp 1 hour**

Comprehensive instruction in the essentials of business mathematics including chain discounts, depreciation, and dividend yields. *Prerequisite:* 11-105 Accounting Fundamentals.

### **11-281, 11-282 Dictation and Transcription — A, W**

**3 hours each quarter**

Emphasis upon mailable transcription from symbol shorthand and from machine transcription. *Prerequisite:* 11-186 Shorthand.

### **11-284 Secretarial Procedures — W 3 hours**

Introduction to a wide variety of modern office practices, including proper telephone and communication techniques, records management, duplication and copy processes, word processing, organizing and planning work, the use of office machines, and other secretarial duties. *Prerequisite:* 11-182 Typing, 11-188 Office Machines.

### **11-285 Records Management — Sp 3 hours**

Instruction in the fundamentals that are essential to managing the records of an office. Alphabetic, geographic, numeric, subject, and chronologic methods of filing are discussed. Also included are methods

for storing various records with a concentration on a variety of management aspects of records control and retention.

### **11-286 Legal Office Procedures — Sp 2 hours**

Designed to develop an understanding of various facets of the law office. Topics include: legal procedures, documentation, legal filing procedures, document preparation, and litigation procedures. A text-workbook with simulation recordings is utilized. *Prerequisites:* 11-186 Shorthand, 11-282 Dictation and Transcription, 11-284 Secretarial Procedures.

### **11-287 Medical Office Procedures — Sp 2 hours**

An introduction to the responsibilities of a medical secretary. Areas covered include: medicolegal communications, medical record preparation, billing, health insurance procedures, and medical society functions. *Prerequisites:* 11-186 Shorthand, 11-282 Dictation and Transcription, 11-284 Secretarial Procedures.

### **11-288 Information Processing — W, Sp 2 hours**

Combines the operational knowledge of data processing and word processing. Includes an overview of telecommunications, electronic mail, and other sophisticated communications systems. *Prerequisites:* 11-121 Introduction to Data Processing, 11-183 Typing, 11-187 Word Processing Concepts, 11-216 Business Communications.

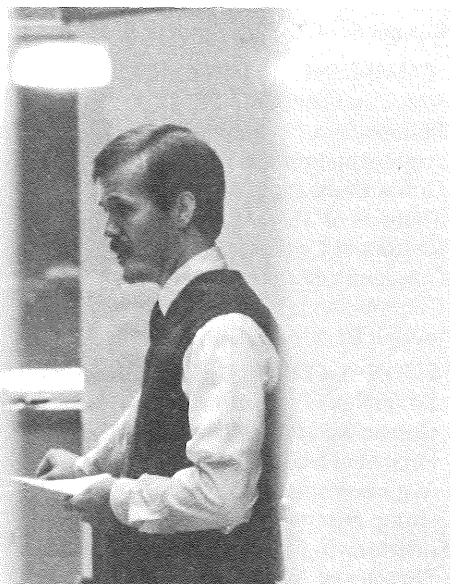
### **11-289 Secretarial Internship — W, Sp 5 hours**

Practical business experience as a general secretary; individually designed to meet the interests of the student. *Prerequisites:* 11-183 Typing, 11-216 Business Communications, 11-282 Dictation and Transcription, 11-284 Secretarial Procedures, and permission of instructor.



*Three studios in Alford Auditorium, equipped with up-to-date media equipment, serve broadcasting students.*

# Communication Arts



*Professor:* James R. Phipps, *Chairman*  
*Associate Professor:* Marlin L. Rayburn  
*Assistant Professors:* J. Wesley Baker, Kurt D. Moreland,  
 David H. Robey  
*Instructor:* James O. Leightenheimer  
*Part-time Faculty:* Rebecca Baker, Sharon Biddle,  
 Deborah Haffey, Clifford W. Johnson,  
 Miriam B. Maddox, *Associate Professor Emerita*,

The Department of Communication Arts offers seven basic areas of emphasis: rhetoric and public address, communication theory, drama, forensics, homiletics, oral interpretation, and broadcasting. A combination of theory and practice is used to help the student learn to communicate effectively in a wide range of experiences.

Communication arts is a widely accepted major for those considering future work in public relations, personnel management, consultancy programs, media communications, and corporate executive training, as well as being a good background study for those considering law, sales, or politics as future career choices. In combination with Biblical studies, communication arts has been used as a basic preparation for those interested in attending seminary after graduation.

Beyond this, the communication arts major is an excellent choice for those who intend to go on to graduate training and for those wishing to teach in secondary schools.

Private speech courses for students desiring corrective help are available in the department.

**Requirements for a Major in Communication Arts.** Fifty-five quarter hours including 36 hours in core requirements and 19 hours in an area of specialization chosen with the advice of the student's academic advisor. The core requirements include:

81-110 Fundamentals of Speech	5
81-200 Persuasive Theory	5
81-210 Advanced Public Speaking	4

81-212 Argumentation and Debate	4
81-222 Research in Communication	4
81-224 Interpersonal Communication	3
81-411 History of Public Address	5
81-462 or 81-463 Senior Project	6

#### **Areas of Specialization:**

##### **PLATFORM ARTS SPECIALIZATION**

81-123 Voice and Diction	3
81-141 Introduction to Dramatic Arts	3
81-212 Argumentation and Debate	4
81-240 Stage Craft	2
81-241 Fundamentals of Oral Interpretation	5
81-243 Principles of Acting	3
81-343 Principles of Play Directing	4
81-344 Religious Drama	3
81-345 Writing for Oral Interpretation	3
81-471 through 81-476 Independent Study	1-4

##### **GENERAL COMMUNICATIONS SPECIALIZATION**

81-123 Voice and Diction	3
81-205 Philosophy of Communications	3
81-212 Argumentation and Debate	4
81-223 Group Discussion	3
81-232 Theories of Mass Media	5
81-313 Rhetorical Criticism	4
81-431 Communication Internship	1-15
81-461 Communication Ethics	3
81-471 through 81-476 Independent Study	1-4

##### **ORGANIZATIONAL COMMUNICATIONS SPECIALIZATION**

11-251 Principles of Organization and Management	4
11-252 Human Relations Management	4
11-353 Personnel Management	4
81-212 Argumentation and Debate	4
81-223 Group Discussion	3
81-225 Interviewing	3
81-232 Theories of Mass Media	5



81-323 Organizational Communications . . . . .	3
81-431 Communications Internship . . . . .	1-15
81-461 Communication Ethics . . . . .	3
81-471 through 81-476 Independent Study . . . . .	1-4

### Communication Arts Curriculum

Communication arts major requirements . . . . .	55
General Education requirements . . . . .	81
Electives . . . . .	56
	192

**Broadcasting** is offered as an interdisciplinary major in the department. The combination of courses is designed to reflect the broad areas of knowledge necessary for those pursuing careers in mass communications. The major is paraprofessional in nature and attempts to produce a balance between the practical and theoretical aspects of broadcasting. Cedarville graduates have excelled in broadcasting and related careers.

**Requirements for a Major in Broadcasting.** The major requires the completion of seventy quarter hours composed of 33 hours in core courses and 37 hours in an area of specialization chosen with the advice of the student's advisor. The core courses are:

81-130 Introduction to Broadcasting . . . . .	3
81-131 Audio Control Techniques . . . . .	2
81-132 Broadcast Announcing . . . . .	4
81-133 Broadcast Program Production . . . . .	4
81-231 Broadcast Research Systems . . . . .	3
81-234 Television Production . . . . .	4
81-235 Broadcast Journalism . . . . .	3
81-331 Communications in the Information Age . . . . .	3
81-432 Mass Media Law and Regulation . . . . .	4
81-465 Seminar in Religious Broadcasting . . . . .	3

**Areas of Specialization.** By the end of the sophomore year, each broadcasting major should select an area of specialization from among:

**Broadcast Production.** Designed for the student planning "on-air" or production work in radio or television, this emphasis includes additional coursework in broadcasting as well as courses from the other areas of communication arts.

#### *Required courses:*

81-123 Voice and Diction . . . . .	3	
81-205 Philosophy of Communication . . . . .	3	
81-230 Broadcast Clinic . . . . .	2	(minimum)
81-232 Theories of Mass Media . . . . .	5	
81-233 Broadcast Writing . . . . .	3	
81-234 TV Production . . . . .	4	
81-236 TV Camera Clinic . . . . .	2	(minimum)
81-330 Advanced Broadcast Clinic . . . . .	2	(minimum)
81-430 Internship . . . . .	12-15	
or		
81-474 Independent Study . . . . .	4-8	

#### *Suggested electives:*

21-225 Ethics . . . . .	5
21-322 Logic . . . . .	5
11-121 Intro. to Data Processing . . . . .	3
or	
71-120 Intro. to Computer Programming . . . . .	1
41-223 Advanced Composition . . . . .	3
41-302 Creative Writing . . . . .	3
51-101 Music Theory I . . . . .	3
51-354 Hymnology . . . . .	5
66-160 General Psychology . . . . .	5
81-141 Intro. to Dramatic Art . . . . .	3
81-200 Persuasive Theory . . . . .	5
81-224 Interpersonal Communication . . . . .	5
81-225 Interviewing . . . . .	3
81-243 Principles of Acting . . . . .	3
81-343 Principles of Play Directing . . . . .	4

**Broadcast Journalism.** This emphasis draws from courses in several disciplines, particularly the social sciences, to give the student an understanding of the areas about which he will be writing.

*Required courses:*

81-230 Broadcast Clinic . . . . .	2	(minimum)
81-233 Broadcast Writing . . . . .	3	
81-330 Advanced Broadcast Clinic . . . . .	2	(minimum)
81-333 Broadcast Advertising & Sales . . . . .	4	
81-433 Broadcast Management . . . . .	3	
81-430 Internship . . . . .	12-15	
or		
81-474 Independent Study . . . . .	4-8	
11-121 Intro. to Data Processing . . . . .	3	
11-251 Princ. of Org. and Management . . . . .	4	

*Suggested electives:*

21-225 Ethics . . . . .	5	
21-322 Logic . . . . .	5	
11-101, 11-102 Princ. of Accounting . . . . .	5,5	
or		
11-105 Accounting Fundamentals . . . . .	3	
11-216 Business Communications . . . . .	3	
11-211, 11-212 Quantitative Methods . . . . .	4,4	
11-261 Principles of Marketing . . . . .	4	
11-361 Sales Management . . . . .	4	
11-351 Small Business Management . . . . .	4	
11-353 Personnel Management . . . . .	4	
11-363 Marketing Research . . . . .	4	
66-160 General Psychology . . . . .	5	
66-261 Psychology Statistics . . . . .	5	
66-363 Psychological Measurement . . . . .	5	
66-364 Industrial Psychology . . . . .	4	
81-323 Organizational Communication . . . . .	3	

**Broadcast Management/Sales.** For the student planning to enter the business aspect of broadcasting, this emphasis includes additional coursework in broadcasting and courses from the Department of Business Administration.

*Required courses:*

81-123 Voice and Diction . . . . .	3	
81-230 Broadcast Clinic . . . . .	2	(minimum)
81-234 TV Production . . . . .	4	
81-236 TV Camera Clinic . . . . .	2	(minimum)

81-330 Advanced Clinic in Reporting . . . . .	2	(minimum)
81-335 Advanced Broadcast Journalism . . . . .	3	
81-430 Internship . . . . .	12-15	
or		
81-474 Independent Study . . . . .	4-8	
11-231 Principles of Economics . . . . .	4	
11-121 Intro. to Data Processing . . . . .	3	
or		
71-120 Intro. to Computer Programming . . . . .	1	
91-230 Principles of Sociology . . . . .	5	
91-261 American National Government . . . . .	5	

*Suggested electives:*

21-225 Ethics . . . . .	5	
21-322 Logic . . . . .	5	
71-203 Natural Resource Conservation . . . . .	5	
81-212 Argumentation and Debate . . . . .	4	
81-225 Interviewing . . . . .	3	
91-262 State and Local Government . . . . .	5	
91-266 International Relations . . . . .	5	
91-312 History of Recent and Contemporary America . . . . .	4	
91-361 The American Presidency . . . . .	4	
91-362 The Supreme Court . . . . .	4	
91-405 Great Power Diplomacy . . . . .	5	
91-461 Political Dynamics . . . . .	3	

**Video Media Production.** This emphasis is for students interested in the non-broadcast applications of video in business, industry, education, health careers, and the so-called "new media."

*Required courses:*

81-230 Broadcast Clinic . . . . .	2	(minimum)
81-233 Broadcast Writing . . . . .	3	
81-234 TV Production . . . . .	4	
81-236 TV Camera Clinic . . . . .	2	(minimum)
81-330 Advanced Broadcast in Television Production . . . . .	2	
81-231 Principles of Economics . . . . .	4	
81-251 Princ. of Org. and Management . . . . .	4	
66-160 General Psychology . . . . .	5	

31-236 The Learner and the Learning Process . . . . .	5
81-430 Internship . . . . .	12-15
or	
81-474 Independent Study . . . . .	4-8

*Suggested electives:*

21-322 Logic . . . . .	5
11-121 Intro. to Data Processing . . . . .	3
11-216 Business Communications . . . . .	3
11-211, 11-212 Quantitative Methods . . . . .	4,4
11-261 Principles of Marketing . . . . .	4
11-263 Principles of Advertising . . . . .	4
11-363 Marketing Research . . . . .	4
66-260 Human Growth and Development . . . . .	5
66-356 Psychology of Learning . . . . .	4
81-141 Intro. to Dramatic Arts . . . . .	3
81-243 Principles of Acting . . . . .	3
81-323 Organizational Communication . . . . .	3
81-343 Principles of Play Directing . . . . .	4

**Broadcasting Curriculum**

Broadcasting major requirements . . . . .	70
General Education requirements . . . . .	86
Electives . . . . .	36
	192

## DEPARTMENTAL COURSES

**81-110 Fundamentals of Speech — A, W, Sp 5 hours**

Usually a prerequisite for other courses in speech, the fundamental course offers theory and practice in basic speech skills for extemporaneous speaking, discussion, debate, and the use of voice and action in oral interpretation of prose and poetry. Students gain extensive training in public speaking as an art.

**81-123 Voice and Diction — W 3 hours**

Special training in voice usage for speaking is balanced with an emphasis upon the correction of deviate voice qualities and imperfect enunciation.

**81-130 Introduction to Broadcasting — A 3 hours**

An overview of the background, principles, and techniques of broadcasting, the study provides an introduction to the beginning, growth, and regulation of broadcasting. The structure of broadcasting, current criticism of the media, and the use of broadcasting by Christians are also dis-

cussed. Broadcasting majors must take the course concurrently with Audio Control Techniques.

**81-131 Audio Control Techniques — A 2 hours**

Instruction and training are offered in the operation of electronic equipment used in broadcasting. Emphasis is upon radio, with some television. The course is open to nonmajors. Broadcast majors must take the course concurrently with 81-130 Introduction to Broadcasting. (Credit/No Credit).

**81-132 Broadcast Announcing — W 4 hours**

This course examines all types of announcing and applies each to use in both radio and television programs. Emphasis is on the use of the voice as a tool for communication of ideas on a one-to-one basis.

**81-133 Program Production — Sp 3 hours**

The roles of director and sound engineer are emphasized in this course which is designed to introduce the student to the techniques of working with the other members of a production staff while developing various types of programs for broadcast. *Prerequisite:* 81-131 Audio Control Techniques.

**81-134 Sportscasting — W 2 hours**

The study of methods of sportscasting coupled with practice which concentrates on coverage of major sports including basketball, football, and baseball. Interviewing techniques and news formats for sportscasting will also be covered. Open to all students. (Credit/No Credit).

*(Alternate, even years)*

**81-140 Private Speech — A, W, Sp 1 or 2 hours**

Private speech is designed to give instruction which will help the student develop and improve his ability in speaking. This study gives the student opportunity to perfect oral interpretation for recital, public performance, or competition in the fields of speech.

This course may be elected by those wishing to correct speech defects by developing new speech patterns. Problems to be considered include: faulty articulation, stuttering, breathy voice, strident voice, irregularities arising from a cleft palate, and other speech-related problems. By permission of instructor only. (Credit/No Credit) Up to six total hours.

**81-141 Introduction to Dramatic Art — A 3 hours**

The course involves study of the history and development of theater: dramatic literature is considered as a reflection of man and culture during various periods, dealing with philosophy, religion, and socio-political thought. A brief look at acting skills is also offered.

**81-200 Persuasive Theory — W 5 hours**

Methods of applying contemporary communication theories on attitudes, involvement, and change are combined with classical positions on the principles and methods of persuasive communications. Attention is given to the study, analysis, and delivery of persuasive speeches in a

free society. The student is given background in the rhetorical criticism of logical, emotional, and ethical proofs. Interpersonal communications problems, methods, and theories are considered.

**81-205 Philosophy of Communication** 3 hours

The epistemology of communication is the focus of a study of historical rhetorical theory and criticism. The course is designed as a foundational theory course in the study of speech.

**81-210 Advanced Public Speaking — W** 5 hours

Built on the premise that words are an essential part of thinking, relating, and influencing, this course encourages investigation and practice of how words and ideas work in public communication situations. The variables of speaker, message, and audience are considered for purposes of the major and non-major.

**81-212 Argumentation and Debate — A** 4 hours

A study of principles and practices of debate, the course includes an overview of typical questions used in intercollegiate debate as well as the theory involved in logical preparation and refutation of a case.

**81-222 Research in Communications — A** 4 hours

Forms and methodology for research writing in communication are studied using empirical, historical-critical, and specialized formats. The course is required for majors choosing a research project.

**81-223 Group Discussion — W** 3 hours

Group interaction and principles of directing effective groups are studied in an attempt to develop individual understandings of group processes. The different aims of discussion situations are emphasized.

**81-224 Interpersonal Communication — Sp** 3 hours

The course centers on the nature and function of interpersonal communication as it operates within casual encounters, families, organizations, and institutions. Implications for personal, social, and professional growth will be considered.

**81-225 Interviewing — W** 3 hours

This course focuses on the study of fundamental interviewing principles. Instruction and training are offered across a variety of interviewing situations, including informational, employment, and persuasive interviews.

**81-230 Broadcast Clinic — A, W, Sp** 2 hours

An attempt to combine communication theory with practice, broadcast clinic provides the student with experience in a broadcasting laboratory. The student is trained in the diverse areas of broadcasting, including production, traffic, news, sports, community service, and others. The course is repeatable to a total of six hours. Students should plan a minimum of six hours work in the clinic per week. *Prerequisite:* 81-130 Introduction to Broadcasting (Credit/No Credit).

**81-231 Broadcast Research Systems — W** 3 hours

A study of methods of audience analysis, program surveys, and public service studies designed to acquaint the student with systems and procedures available to test station penetration and image. *Prerequisite:* 81-130 Introduction to Broadcasting. (Alternate, even years)

**81-232 Theories of Mass Media — Sp** 5 hours

Contemporary mass media is surveyed with attention to the nature, role, structure, influence, operation, and problems of newspapers, magazines, radio, and television-journalistic activities.

**81-234 Broadcast Writing — Sp** 3 hours

Covers the form and style of writing for the electronic media. Work in the course includes writing music continuity, advertising copy, and scripts for programs. (Alternate, even years)

**81-235 Broadcast Journalism — W** 3 hours

With an emphasis upon writing broadcast news, the course also deals with interviewing and structuring news programs. Newscasts and new programs are studied and developed. (Alternate, odd years)

**81-236 Television Camera Clinic — A, W, Sp** 2 hours

"Hands-on" training with television equipment at a local Christian station is designed to orient the student to most of the equipment normally used for television broadcasting. The student is required to spend six hours per week working for credit at assigned tasks. *Prerequisite:* 81-237 Television Production.

**81-237 Television Production — A** 4 hours

Techniques and methods of television program production are taught from a producer's perspective. Basic television-related jobs are described and production definitions are explained.

**81-240 Stagecraft — A, Sp** 2 hours

The theories and techniques of designing, building, painting, and lighting stage setting, organization and operation of production crews; theories and methods of makeup. (Credit/No Credit).

**81-241 Fundamentals of Oral Interpretation — A** 5 hours

The study of literature through the medium of oral performance involves development in analysis and performance skills. Interpretation theories and techniques are presented dealing with poetry, prose, and dramatic literature.

**81-243 Principles of Acting — Sp** 3 hours

Study in the principal theories and methods of acting is balanced with practice of stage movement and voice. Principles of physical and emotional response on stage are taught, along with the characteristics of various dramatic genres. Basic communication skills for the major and non-major are expanded.

**81-245 Forensics/Individual Events — A, W, Sp 1-2 hours**

Students receive individual coaching for participation in intercollegiate speech competition. Areas of competition include oral interpretation, public speaking, and limited preparation events. *Prerequisite:* Permission of Instructor.

**81-313 Rhetorical Criticism — Sp 3 hours**

Theory and method of rhetorical criticism will be examined using historical and contemporary models. Rhetorical analyses of prominent speakers and speeches will be used as a basis for understanding the substance of formal oral communication. (*Alternate, odd years*)

**81-323 Organizational Communication — Sp 3 hours**

A study of the usage of communication for the organizational structure. The course includes parliamentary procedure, problem-solving, discussion, and committee structures for the person potentially involved in either private or corporate organizations. The course also includes theory and practice in both inter- and intra-organizational communication.

**81-330 Advanced Broadcast Clinic — W 4 hours**

An advanced workshop in radio which is repeatable to a total of six hours. *Prerequisite:* 81-230 Broadcast Clinic (Credit/No Credit).

**81-331 Communications in the Information Age — W 3 hours**

A survey of the "new media" in electronic mass communication, with an emphasis on cable television. Includes discussions of the structures of the new media, their place in the media environment, their potential impact on conventional broadcasting and the resulting changes in communication patterns in society.

**81-333 Broadcast Advertising and Sales — W 4 hours**

The sales structure of broadcasting including the roles of salesmen, sales management, and sales promotion is examined. Research principles are applied to sales and the creative work in advertising including copywriting are explored. *Prerequisite:* 81-232 Theories of Mass Media. (*Alternate, even years*)

**81-336 Issue and Ethics in Journalism — Sp 3 hours**

This course examines the ethical implications of the practice of journalism. After the establishment of a Biblical ethical base, current criticisms of the role and performance of journalism, particularly in its American context, are evaluated. (*Spring, odd years*)

**81-343 Principles of Play Directing — Sp 4 hours**

A practical study of methods used in the direction of dramatic presentations, with some practice included. The class may be especially helpful to education majors who may have to assist in student theatre productions.

**81-344 Religious Drama — Sp 3 hours**

Various forms of religious drama are examined and analyzed in relation to Biblical truth, quality of writing, and performance possibility. The values of drama in the church are discussed in relation to playwright, director, and actor.

**81-345 Writing for Oral Interpretation — W 3 hours**

The student receives practical study in the acquiring, adapting, and writing of literature suitable for oral reading.

**81-350 Homiletics — A, W 5 hours**

Practice in the skills necessary for the preparation and delivery of sermons of the topical, textual, and expository modes, along with a study of the theory that is involved. Students participate in speaking situations. *Prerequisite:* 81-110 Fundamentals of Speech and 21-260 The Inductive Method of Bible Study; junior or senior status.

**81-353 History of Pulpit Oratory — W 3 hours**

The development of homiletic systems is studied with emphasis upon great preachers throughout history. Trends and styles in sermon presentation will be examined.

**81-360 Teaching Speech — A, Sp 2 hours**

To be taken by majors seeking certification in speech, the course involves discussion of methods directly related to the speech discipline. The course is supplemental to 31-316 Methods of Teaching.

**81-365 Clinical Methods in Teaching Speech — A, W, Sp 3 hours**

Students seeking certification for teaching speech will gain classroom experience. Twenty classroom hours will equal 1 credit hour. Assignments will be supervised by department staff members. (Credit/No Credit).

**81-411 History of Public Address — A 5 hours**

Classical rhetorical systems and theories are studied from the perspective of the rhetorical critic. The development of rhetoric is traced from the Greek period to the present and the student is encouraged to develop further expertise on a particular period of his or her own choice. Analysis is made of the part rhetoric has played in the development of philosophies and nations. Required for majors.

**81-430 Internship in Broadcasting — A, W, Sp, Su 12-15 hours**

**81-431 Internship in Communications — A, W, Sp, Su 12-15 hours**

**81-432 Mass Media Law and Regulation — W 4 hours**

Development of First Amendment protections and present legal requirements for media are studied. Emphasis is placed upon court decisions on First Amendment freedoms for both broadcast and print journalists, as well as regulations imposed upon the broadcaster.



**81-433 Broadcast Management — Sp****3 hours**

This course acquaints the student with the concerns facing the management of a broadcast station. Legal requirements of the FCC, personnel management, and implementation of programming are among the areas stressed. *Prerequisite:* 81-231 Broadcast Research Systems.

**81-442 Readers' Theater — W****3 hours**

The course is open to students interested in developing skills in arranging, directing, and performing literature. Theories and methods are presented through classroom instruction and school wide productions.

**81-443 Dramatic Literature — A****4 hours**

An emphasis upon the relationships among styles, theory, criticism, and dramatic construction is gained from a survey of major drama, playwrights, dramatic critics and theorists from the Greek period to the present. This course can be applied to meet secondary English or speech requirements, but not to meet both fields for the same student.

**81-456 Advanced Homiletics — Sp****4 hours**

An advanced study of sermon structure, development, and effective delivery, the course is designed to give the student practice in outlining, writing, delivering and evaluating sermons for different types of preaching situations. *Prerequisite:* 81-350 Homiletics.

**81-461 through 81-465 Speech Seminar****3 hours**

Courses are available to the advanced student who desires intensive study in a particular area of speech communications.

**81-461 Communication Ethics****81-462 Senior Project — Research — Repeat to 6 hours****81-463 Senior Project — Recital — Repeat to 6 hours**

*Prerequisite:* 81-123 Voice and Diction, 81-241 Fundamentals of Oral Interpretation, and 81-243 Principles of Acting.

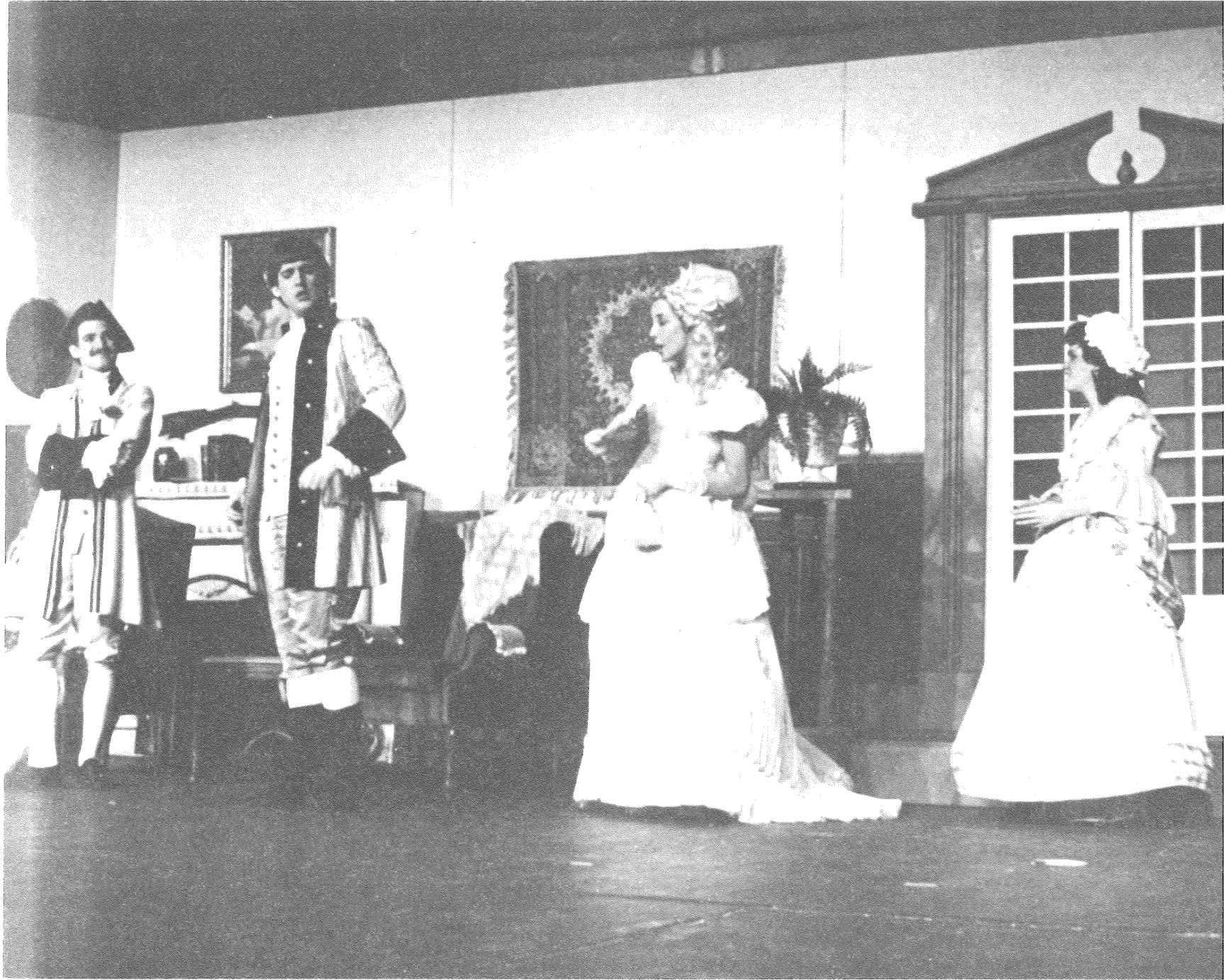
**81-464 Special Topics****81-465 Religious Broadcasting**

*Prerequisite:* Permission of the instructor.

**81-471 through 81-476 Independent Study in Speech****1-4 hours**

For those with special interests and capabilities, the independent studies can be taken to secure an in-depth background into one of the areas of speech communication. The course is repeatable to a total of eight credit hours in the field.

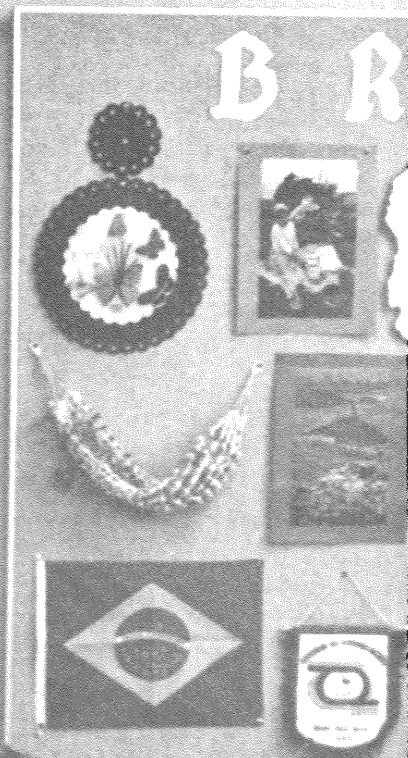
**81-471 Speech****81-472 Homiletics****81-473 Oral Interpretation****81-474 Broadcasting****81-475 Drama****81-476 Forensics**



Each year requests for graduates of Cedarville's state and ACSI certified elementary education program far exceed the number of graduates.

ONE HUNDRED CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





# Education



*James Biddle, Ph.D., Chairman of the Education Department, is a nationally known leader in Christian education. He has served on numerous educational advisory councils and evaluation teams.*



*Professors:* Merlin F. Ager, James R. Biddle, *Chairman*,  
Dwayne I. Frank  
*Associate Professors:* Omer E. Bonenberger, Helen L. Hall,  
Beverly S. Monroe  
*Assistant Professors:* Sue H. Baker, Charles A. Dillon,  
Sharon Eimers, E. Ellen Glanville, Lila C. Seaman  
*Part-time Faculty:* Ron Coriell

The Department of Education offers instruction with the purpose of providing distinctively Christian teachers for Christian, public, and missionary schools. The State of Ohio Department of Education has approved programs leading to the four-year Ohio teaching certificate in the following areas: (1) *Elementary Education* (grades 1-8), specialization is also available in physical education and music; (2) *Kindergarten-Elementary Education* (grades K-8); (3) *Secondary Education* (grades 7-12)—teaching fields include biology, bookkeeping-basic business, comprehensive business, chemistry, English, general science, health, history, mathematics, music, physical education, physics, political science, sales-communication, comprehensive science, social psychology, comprehensive social studies, Spanish, and speech; (4) *Special Teaching* (grades K-12) in music and physical education.

Students completing programs leading to Ohio certification will be able to obtain certification in most states. Those planning to teach in states other than Ohio should consult with the education department in order to be aware of special requirements and problems in those states where reciprocity has not been established.

Cedarville College's Teacher Education Program is also approved by the Association of Christian Schools International for the preparation of teachers for a ministry in Christian school education. This special certification is granted upon completion of any of the teaching areas listed above.

## Admission to and Retention in The Teacher Education Program

Students may apply for admission to the Teacher Education Program near the conclusion of their sophomore year, generally the spring quarter. To be admitted, they must meet the following requirements:

1. Minimum cumulative GPA of 2.4 in all courses.
2. Minimum cumulative GPA of 2.4 in teaching field courses.
3. A grade of "C" or above in all communication courses.
4. Pass the English Proficiency Examination.
5. Recommendation of all teaching field advisors and approval of the Teacher Education Committee.
6. Completion of the Zaner Bloser handwriting course (elementary only).
7. Completion of one PSI (Preliminary Student Involvement).
8. Completion of 66-260 Human Growth and Development (elementary only).
9. Completion of 31-100, 31-101 Introduction to Education.
10. Completion of 31-102 Education of Exceptional Children.
11. Completion of 31-236 The Learner and the Learning Process.
12. Completion of 31-363 Methods and Materials for Elementary Mathematics Teachers (elementary only).

*Transfer  
any math  
or English  
with  
Baker*

## Elementary and Kindergarten Education Programs

Elementary education certification includes grades 1-8. The elementary education certificate may be validated for kindergarten upon successful completion of nine quarter hours in kindergarten methods and materials, and student teaching on the kindergarten-primary level.

Programs in elementary education are also available in physical education and music, enabling one to teach those subjects in grades K-8. Information regarding these programs is available in the Education Office.



## Elementary Education Curriculum

### *Biblical Education*

21-101 Old Testament Survey . . . . .	5
21-102 New Testament Survey . . . . .	5
21-230 Theology Survey . . . . .	5
21-340 Baptist History . . . . .	3
Electives . . . . .	6

### *Communications*

41-120 Grammar and Syntax . . . . .	5
41-130 Principles of Composition . . . . .	5
41-222 Advanced Rhetoric and Composition . . . . .	3
81-110 Fundamentals of Speech . . . . .	5

### *Humanities*

51-140 Introduction to Humanities . . . . .	5
41- Literature elective . . . . .	5
31-392 Children's Literature . . . . .	3
51-370 Music for Elementary Teachers . . . . .	4
31-230 Arts and Crafts . . . . .	3

### *Physical Education*

61- General Physical Education . . . . .	1
61- General Physical Education . . . . .	1
61-199 Physical Activity and the Christian Life . . . . .	1
61-299 Teaching Health and Physical Education . . . . .	4

### *Science and Mathematics*

71- Biological science elective . . . . .	5
71- Physical science elective . . . . .	5
31-182 Mathematics for Elementary Teachers I . . . . .	5
31-363 Methods and Materials for Elementary Mathematics . . . . .	5

### *Social Science*

91-100 Foundations of Social Science . . . . .	5
91-111, 91-112 United States History . . . . .	5
91-250 Introduction to Geography . . . . .	2
Choice of:	
91-251 World Geography West . . . . .	4
91-220 World Geography East . . . . .	4
Choice of one non-western:	
91-220 World Geography East . . . . .	4
91-320 Modern Chinese History . . . . .	3

*21-226 Religion and Culture . . . . .	5
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*21-233 Bible Geography and Customs . . . . .	5
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### *Language requirement*

Two years in high school or one year in college . . . . .	0-15
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### *Professional Education requirements*

56

Zaner-Bloser handwriting course . . . . .	0
31-201 Preliminary Student Involvement . . . . .	0
66-260 Human Growth and Development . . . . .	5
31-100 Introduction to Education . . . . .	2
31-101 Field Experience . . . . .	2
31-102 Education of Exceptional Children . . . . .	2
31-236 The Learner and the Learning Process . . . . .	5
31-372 Science Methods . . . . .	2
31-373 Social Studies Methods . . . . .	3
31-374 Audio Visuals . . . . .	1
31-375 Field Experience . . . . .	3
31-376 Diagnostic Prescriptive Teaching . . . . .	2
31-391 Reading Methods . . . . .	5
31-393 Language Arts Methods . . . . .	3
31-394 Field Experience . . . . .	3
31-321 Philosophy of Education . . . . .	3
31-450 Supervised Teaching and Seminar . . . . .	15

Electives . . . . .	16-31
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TOTAL . . . . .	192
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\*may satisfy Bible elective

## Special Education

### Certification Program:

In a unique arrangement, Cedarville College has joined with Shepherds, Inc. (The Regular Baptist Agency for the Mentally Retarded) and Wright State University in a program leading to certification in special education. A student completing Cedarville's Elementary Education Program, the courses taught by Shepherds' personnel at Cedarville, and the remaining courses at Wright State University would graduate from Cedarville with certification in both elementary and special education. Complete details for the program are available in the Education Office.

## Secondary Education Program

Secondary level certification includes grades 7-12. In general, all students are encouraged to qualify in a minimum of one comprehensive teaching field or two noncomprehensive teaching fields. One of these fields must also qualify as a major. The secondary education program provides only certification; it does not qualify as a major or lead to a degree.

Professional education requirements include the following:

31-100, 31-101 Introduction to Education . . . . .	4
31-102 Education of Exceptional Children . . . . .	2
31-221 Philosophy of Education . . . . .	3
31-236 The Learner and the Learning Process . . . . .	5
31-201 Preliminary Student Involvement . . . . .	0
31-316, 31-317 Methods of Teaching . . . . .	8
31-350 Reading in the Content Areas . . . . .	3
Special Methods . . . . .	2-3
Clinical Experiences . . . . .	2-3
31-450 Supervised Teaching and Seminar . . . . .	15
Total . . . . .	44-46

### Noncertification Program:

For those preparing for ministries in churches or Christian schools, Shepherds and Cedarville College have joined to offer a specialization in special education. Courses taught by Shepherds' personnel are available throughout the academic year at Cedarville and during the summer at Shepherds. This program does not qualify for certification from the State of Ohio, but it is designed to develop competence in special education.

### SPECIALIZATION IN SPECIAL EDUCATION

In addition to the courses required for an elementary education major, the student will take 36 quarter hours including:

31-261 Psychology of Exceptional Behaviors . . . . .	3
31-340 Mental Retardation/Developmental Disabilities . . . . .	5
31-260 Special Education in the Church . . . . .	3
31-421 Elementary Methods for Teaching the Retarded . . . . .	5
31-341 Learning Disabilities/Behavior Disorders . . . . .	5
31-415 Administering Special Education in the Christian School . . . . .	5
31-430 Practicum . . . . .	10

All secondary education students must receive credit for one mathematics course as a general education elective. Specific teaching field requirements include the following:

### BIOLOGICAL SCIENCE (33)

71-114 Introduction to Biology . . . . .	5
71-115 General Zoology . . . . .	5
71-134 General Botany . . . . .	5
71-151 General Chemistry . . . . .	4
Electives . . . . .	15
One or two courses from 71-200, 71-212, 71-213, 71-216, 71-217, 71-235, 71-238, 71-303, 71-306, 71-311	
One or two courses from 71-203, 71-238, 71-303	

### BOOKKEEPING-BASIC BUSINESS (30)

11-101, 11-102 Principles of Accounting . . . . .	10
11-231, 11-232 Principles of Economics . . . . .	8
11-442 Business Seminar . . . . .	3
Electives . . . . .	10
can include 11-121, 11-131, 11-171, 11-188, 11-251, 11-252, 11-261, 11-311	

### BUSINESS EDUCATION COMPREHENSIVE (69)

A. Typewriting and Office Procedures . . . . .	23
Electives from 11-216, 11-284, 11-121, 11-181, 11-182, 11-183, 11-184, 11-185, 11-186, 11-188	
B. Business and Economics . . . . .	23
Electives from 11-101, 11-102, 11-231, 11-232, 11-233, 11-261, 11-311.	
C. Electives . . . . .	23
11-211, 11-212, 11-251, 11-263, 11-361, 71-184, 81-110	

**CHEMISTRY (31)**

71-151, 71-152 General Chemistry . . . . .	8
71-254 Quantitative Analysis . . . . .	4
71-351, 71-352 Organic Chemistry . . . . .	9
Electives . . . . .	5
from 71-153, 71-255, 71-353, 71-271, 71-272, 71-273	
Electives . . . . .	5
from 71-356, 71-451, 71-452, 71-453	

**ENGLISH (53)**

41-120 Grammar and Syntax . . . . .	5
41-130 Principles of Composition . . . . .	5
41-302 Creative Writing or 41-223 Advanced Composition . . . . .	3
41-305 English Language . . . . .	5
41-307 Advanced Grammar . . . . .	5
41-352 Developmental Reading . . . . .	5
41-231 or 41-232 World Literature . . . . .	5
American Literature (one course) . . . . .	5
English Literature (one course) . . . . .	5
41-335 Shakespeare . . . . .	5
41-337 or 41-338 Contemporary Literature . . . . .	5
41-421 Literary Criticism . . . . .	3

**GENERAL SCIENCE (33)**

71-114 Introduction to Biology . . . . .	5
71-115 General Zoology or 71-134 General Botany . . . . .	5
71-151, 71-152 General Chemistry . . . . .	8
71-166 Introduction to Physical Geology . . . . .	5
71-264 Introductory Astronomy . . . . .	5
71-271 General Physics . . . . .	5

**HEALTH (30)**

61-240 First Aid and Safety Education . . . . .	3
61-245 Personal Health . . . . .	5
61-250 Community Health Concepts . . . . .	3
61-313 School Health Program . . . . .	4
61-461 School Health Instruction . . . . .	5
71-216 Human Anatomy & Physiology . . . . .	5
One course from 56-206, 91-331, 91-240, 61-390, 71-238,	
66-264, 61-490, or 91-331 . . . . .	5

**HISTORY (45)**

91-111, 91-112 United States History . . . . .	10
91-200 Historiography . . . . .	4
91-201, 91-202, 91-203 History of Civilization . . . . .	9
91-220 History of the Far East . . . . .	3
91-400 History Seminar . . . . .	5
Electives . . . . .	14

**MATHEMATICS (30)**

71-281, 71-282, 71-283 Analytic Geometry & Calculus . . . . .	15
Electives . . . . .	15
from 71-384, 71-387, 71-388, 71-394, 71-396,	
71-480, 71-490	

**MUSIC**

75 hours Secondary  
 75 hours Special (K-12)  
 (See the Music section of the catalog for requirements)

**PHYSICAL EDUCATION**

64 hours Secondary (major)  
 77 hours Special (K-12)  
 53 hours Secondary (minor)  
 36 hours Elementary (minor)  
 (See Health & Physical Education section of the catalog for requirements)

**PHYSICS (33)**

71-151, 71-152 General Chemistry . . . . .	8
71-271, 71-272, 71-273 General Physics . . . . .	15
Electives . . . . .	10
from 71-276, 71-378, 71-379	

**POLITICAL SCIENCE (31)**

91-261 American National Government . . . . .	5
91-262 American State & Local Government . . . . .	4
91-266 International Relations . . . . .	5
91-465 Comparative European Government . . . . .	3
91-461 Political Dynamics . . . . .	3
91-460 Seminar in Political Science . . . . .	5
91-468, 91-469 History of Political Thought . . . . .	6

**SALES COMMUNICATION (30)**

71-120 Introduction to Computer Programming	1
11-121 Introduction to Data Processing	3
11-261 Principles of Marketing	4
11-216 Business Communications	3
11-263 Principles of Advertising	4
11-361 Sales Management	4
Electives	11
can include 11-101, 11-102, 11-181, 11-182, 11-183, 11-188, 91-250, 91-251, 91-252	

**SCIENCE (Comprehensive) (92)**

71-114 Introduction to Biology	5
71-115 General Zoology	5
71-134 General Botany	5
71-151, 71-152, 71-153 General Chemistry	12
71-166 Introduction to Physical Geology	5
71-200 Environmental Biology	5
71-220 Origins	5
71-264 Introductory Astronomy	5
71-271, 71-272, 71-273 General Physics	15
91-250, 91-251, 91-252 World Geography	10
Biology Electives	15
Chemistry Electives	4
Physics Electives	5

**SOCIAL PSYCHOLOGY (32)**

(Available only as a second teaching field)

66-160 General Psychology	5
66-260 Human Growth and Development	5
21-220 Introduction to Philosophy	5
66-264 Psychology of Abnormal Behavior	5
66-365 Psychology of Learning	4
66-369 Social Psychology	4
66-372 Psychology of Personality	4

**SOCIAL SCIENCE (Comprehensive) (90)**

11-231, 11-232, Principles of Economics	8
91-111, 91-112 United States History	10
91-180 Cultural Anthropology	5
91-201, 91-202, 91-203 History of Civilization	9

91-220 History of the Far East	3
91-230 Principles of Sociology	5
91-250 Introduction to Geography	2
91-251 World Geography West	4
91-261 American National Government	5
History Elective	3

Additional hours must be taken to complete at least one of the following areas of study:

History—45 hours (includes 30 hours required)

Economics—30 hours (including 11-231, 11-232, 11-233)

Political Science—30 hours (including 91-493)

Sociology—30 hours (including 91-230)

A seminar must be taken in area of concentration.

**SPANISH (48-50)**

41-271, 41-272, 41-273 Intermediate Spanish	9
41-361 Spanish Composition	4
41-362 Spanish Conversation	4
41-363 Chicano Literature	3
41-370 Teaching Foreign Language	3
41-360 Clinical Teaching in Spanish	1-3 hours
41-372, 41-373 Masterpieces of Spanish Literature	8
41-461 Advanced Spanish Grammar	5
Spanish electives	11

**SPEECH (51)**

81-110 Fundamentals of Speech	5
81-123 Voice and Diction	3
81-200 Persuasive Theory	5
81-210 Advanced Public Speaking	5
81-212 Argumentation and Debate	4
81-223 Group Discussion	3
81-224 Interpersonal Communication	3
81-232 Theories of Mass Media	5
81-241 Fundamentals of Oral Interpretation	5
81-243 Principles of Acting	3
81-343 Principles of Play Directing	4
81-360 Teaching Speech	2
81-411 History of Public Address	5

## DEPARTMENTAL COURSES

### 31-100, 101 Introduction to Education 4 hours

An introduction to the major concepts of schooling along with an extensive field experience in urban schools.

### 31-102 Education of Exceptional Children 2 hours

Characteristics of the mentally gifted, emotionally disturbed, mentally retarded, physically handicapped, and learning disabled. How the needs of each may be met in regular and special classes will be discussed.

### 31-182 Mathematics for Elementary Teachers 5 hours

A course designed to certify that the prospective elementary teacher has mastered the arithmetic skills and concepts currently taught at the elementary school level. Topics covered include: number properties, numeration systems, and informal geometry. *Prerequisite:* Major in elementary education or permission of instructor.

### 31-201 Preliminary Student Involvement 0

Each student arranges five full, consecutive days in a Christian school during which he observes and participates in classroom activities. A follow-up report is required.

### 31-230 Arts and Crafts in the Elementary School 3 hours

Philosophy, methods, and materials of art instruction. Emphasizes creative work, using simple tools and inexpensive materials. *Prerequisite:* Sophomore standing.

### 31-236 The Learner and the Learning Process 5 hours

A study of (1) the nature of the learner from a measurement perspective, (2) the nature of the learning process, including theories of learning, principles of learning, diagnosis of learning needs, measurement and evaluation of learning, and (3) the interaction of teaching and learning.

### 31-240 The Christian School 3 hours

Purposes and practices unique to the Christian school; integrating Christian philosophy and subject matter. Historical development of Christian schools in the United States with implications for present trends.

### 31-250 Early Childhood Education 4 hours

A consideration of the function of preschool education in the total life of the child including a study of the research and theory of his physical, mental, emotional, and social growth. Discussion of current preschool and primary programs.

### 31-251 Kindergarten Curriculum and Methods 5 hours

A study of purposes, content, methods, and resources for teaching and learning in kindergarten. Field experience included. *Prerequisite:* 31-250 Early Childhood Education.

### 31-292 Children's Literature 3 hours

A survey of the early history, major types, and modern trends of literature for children from preschool through grade eight. Social and personal value of literature is studied.

### 31-301 Preliminary Student Involvement 1 hour

Each student arranges five full, consecutive days in a public or Christian school during which he observes and participates in classroom activities. Follow-up report is required. *Prerequisite:* 31-201 Preliminary Student Involvement.

### 31-305 Junior Practicum 5 hours

A ten-week field experience required of secondary music and physical education students. The practicum must be completed prior to student teaching and is on a Credit/No Credit basis. *Prerequisite:* Admission to the Teacher Education Program and Methods of Teaching or Music or Physical Education Methods.

### 31-310 Supervised Field Experience 1-5 hours

A one- to five-hour credit placement in an elementary or secondary classroom. The assignment is designed to give a transfer student or a student repeating other field experience an analogous experience to those for the existing teacher education classes.

### 31-316, 31-317 Methods of Teaching 8 hours

A combination of methods of teaching, clinical experience, and field experience in secondary schools with attention to combining the theory and practice of teaching and learning in each of the teaching fields. *Prerequisite:* Admission to the Teacher Education Program.

### 31-321 Philosophy of Education 3 hours

A critical analysis of educational philosophies and their impact on Christian educational philosophy. *Prerequisite:* Admission to the Teacher Education Program or 21-220 Introduction to Philosophy.

### 31-350 Reading in the Content Areas 3 hours

An introduction to the reading process as it is related to the content areas. Various aspects include the nature of reading, assessment techniques, organizational strategies, vocabulary development, comprehension improvement, and study skills.

### 31-352 Developmental Reading 5 hours

Includes basic philosophies, current practices, testing and evaluation for reading disabilities and corrections; and materials and methods utilized in the teaching of reading in the secondary schools. Laboratory experiences are included.

### 31-363 Methods and Materials for Elementary Mathematics 5 hours

A course which includes the study and analysis of various procedures used in the elementary school mathematics program and the application



of the findings with emphasis on methods and materials. *Prerequisite:* Admission to the Teacher Education Program and 31-182 Mathematics for the Elementary Teacher.

**31-372 through 31-376**

**Elementary School Methods II 11 hours**

An introduction to the objectives, skills, and strategies of instruction, teaching aids, audio visuals, resource materials; an emphasis on informal and formal diagnostic procedures; implementation in field experience in the teaching of mathematics, science, and social studies. *Prerequisite:* 31-390 Elementary School Methods I, 31-182 Mathematics for the Elementary Teacher, 31-363 Methods and Materials for Elementary Mathematics.

**31-380 Practicum in Reading: Diagnostic and Remediation Techniques 3 hours**

Experience in the use of formal and informal testing to diagnose various types of developmental and remedial reading problems. Emphasis upon individual assessment techniques in identification, testing, and causation of reading difficulty. Experience in the techniques of tutoring pupils having reading problems. Development of instructional strategies of diagnostic teaching. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities

**31-391 through 31-394 Elementary School Methods I 11 hours**

An introduction to the objectives, skills, and strategies of instruction with a linguistic emphasis, and teaching aids, and resource materials, and implementation in field experience in the teaching of reading, and language arts. *Prerequisite:* Admission to the Teacher Education Program.

**31-400 Independent Study in Education 1-4 hours**

Investigation of contemporary topics in education through reading, writing, or creative projects. *Prerequisite:* 15 hours in education.

**31-440 Special Student Teaching 5 hours**

Occasionally, unusual situations arise which entail special provisions: e.g., summer school student teaching for experienced teachers.

**31-450 Supervised Teaching and Seminar 15 hours**

Most directed teaching is done in nearby schools. Opportunities for placement on the mission field are available. One quarter must be reserved. The seminar includes a study of contemporary topics in education. *Prerequisite:* All required education courses.

## SPECIAL EDUCATION COURSES

**31-231 Arts, Crafts, and Music for the Retarded 3 hours**

A study of the methods of teaching the arts to the retarded. These arts are therapeutically and vocationally applied. Must be taken at Shepherds.

**31-260 Special Education in the Church 3 hours**

An overview will be given of the characteristics of the mentally retarded and basic techniques for developing programs within churches and schools.

**31-261 Psychology of Exceptional Behaviors 3 hours**

A survey of causes, symptoms, and possible methods of therapy to deal with frustrations, stress, fears, anxiety, and conflicts resulting from an individual's exceptionality.

**31-340 Mental Retardation and Developmental Disabilities 5 hours**

An overview of the causes and effects of mental retardation and related developmental disabilities in home, school, and community settings.

**31-341 Learning Disabilities and Behavior Disorders 5 hours**

An overview of the specific problems of and major remedial approaches to children with learning disabilities and behavior disorders.

**31-342 Introduction to the Emotionally Disturbed 5 hours**

A survey of causes and symptoms of emotional disturbance. Teacher awareness and teaching techniques for dealing with the emotionally handicapped student.

**31-343 Introduction to Speech and Language Disorders 3 hours**

Survey of physiological and psychological causes of speech and language disorders.

**31-415 Adminstrating Special Education in the Christian School 5 hours**

An analysis of the administrative concerns and techniques of administering special education programs in the Christian school. Program organization, budgeting, classroom and resource needs, discipline, student placement, and interschool concerns are reviewed.

**31-416 Curriculum Writing for the Retarded in the Sunday School 3 hours**

Consideration of factors involved in planning, layout, and development of Sunday school and Christian school curricula.

**31-418 Counseling Methods with the Mentally Retarded and Developmentally Disabled 3 hours**

An exploration of methods and techniques of counseling adapted to the special circumstances. Similarities and differences to usual counseling practices analyzed. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities.

**31-420 Teaching the Preschool Mentally Retarded Child in the Home**  
**3 hours**

A survey of training methods available to parents. Specific self-help skills presented. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities.

**31-421 Elementary Methods for Teaching the Retarded**  
**5 hours**

A study of the methods, materials, and resources needed for the effective instruction of EMR and TMR children. Field experience in a participant-observer program is included. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities.

**31-423 Methods of Teaching the Severely-Profoundly Retarded**  
**5 hours**

An analysis of the learning abilities of the severely-profoundly retarded. Strategies for teaching self-help skills, basic academics, vocational skills, and maintenance skills explored and developed. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities.

**31-424 Vocational Training for the Retarded**  
**5 hours**

Philosophy, methods, materials, and facilities needed to initiate and maintain vocational programs for secondary schools. Sheltered workshops, community job placements, and school planning are explored. *Prerequisite:* 31-340 Mental Retardation and Developmental Disabilities.

**31-430 Practicum in Methods and Teaching of the Mentally Retarded and Developmentally Disabled**  
**10 hours**

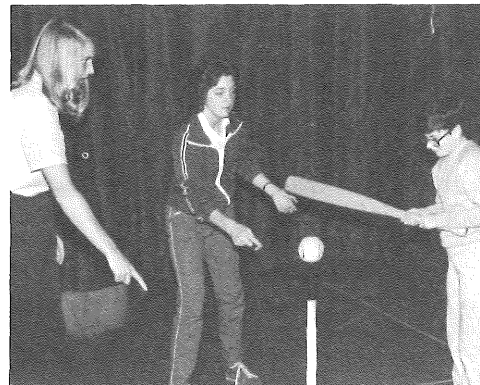
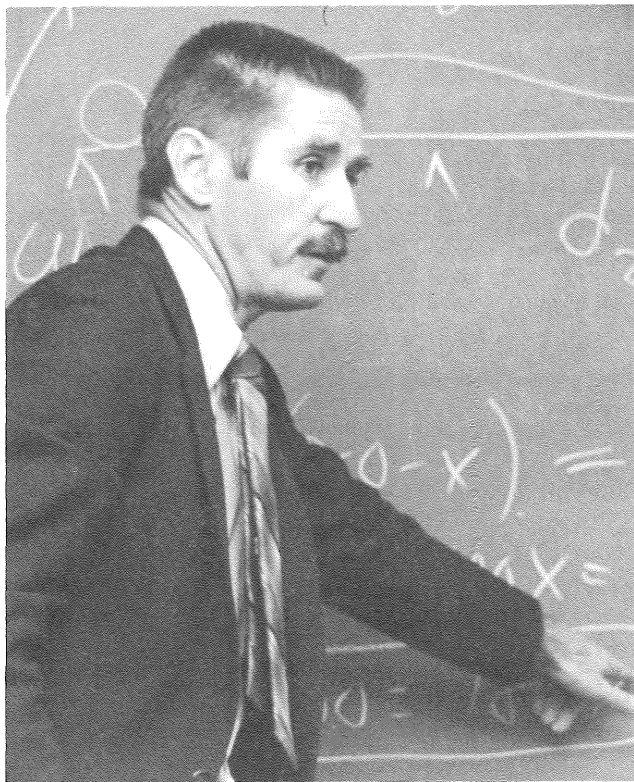
Experience in the use of teaching methods in classroom or workshop setting at Shepherds. Must be taken at Shepherds.

**31-431 Practicum in Residential Care of the Mentally Retarded and Developmentally Disabled**  
**10 hours**

Experience in the actual care of the mentally retarded in their residential setting. Must be taken at Shepherds.



# Health and Physical Education



*Professor:* Donald Callan, *Chairman*

*Associate Professors:* Pamela S. Diehl, Elvin R. King

*Assistant Professors:* Elaine L. Brown, John A. McGillivray,  
Karol Hunt

*Instructor:* Stephen W. Young

*Part-time Faculty:* Rebecca Kuhn, Mark McDougal,  
Sandra Schlappi, Elizabeth Shearer, Robert White

This department seeks to provide a program of physical development and education in the fundamentals of organized play, a sense of good sportsmanship in the total development of wholesome and effective Christian character, and a course of study designed to aid those looking forward to teaching health and physical education or to coaching athletics.

Theory courses, along with practical experience, are designed to prepare students for work in physical education, various fields of camping, recreation, or to administer youth activities in churches and youth organizations.

Each student majoring in physical education is expected to maintain a high level of personal physical fitness. An annual one and one-half mile run is used to evaluate the status of the student's fitness.

Students taking physical education for fulfillment of the general education requirement must take 61-199 Physical Activity and the Christian Life, and any two activity courses (61-100 through 61-198). A variety of courses in different areas is offered and is designed to develop knowledge and skills for lifelong activity. Each course has a weekly aerobics requirement.

**Requirements for a Comprehensive Teaching Major in Physical Education.** Seventy-six quarter hours including:

- 61-100 through 61-213 Major Skills Classes . . . . . 11 including:
  - 61-170 through 61-174 Swimming (1)
  - 61-199 Physical Activity and the Christian Life
  - 61-201 or 61-202 Apparatus I
  - 61-203 or 61-204 Apparatus II
  - 61-210 Rhythmics
  - 61-212 Tumbling

61-235 Foundations of Physical Education . . . . .	3
61-238 Motor Learning . . . . .	2
61-240 First Aid and Safety Education . . . . .	3
61-260 Physical Education in Elementary School . . . . .	5
71-216, 71-217 Human Anatomy and Physiology . . . . .	10
61-313 School Health Program . . . . .	4
61-362 Adapted Physical Education . . . . .	5
61-363 Movement Education . . . . .	3
61-370 through 61-381 Coaching . . . . .	3
61-390 Physiology of Exercise . . . . .	4
61-392 Kinesiology . . . . .	3
61-393 Principles of Physical Education . . . . .	3
*61-395 Methods of Teaching Physical Education . . . . .	4
*61-396 Junior Practicum . . . . .	6
61-480 Organization and Administration of Physical Education . . . . .	3
61-485 Evaluation in Physical Education . . . . .	1
61-100 through 61-499 elective(s) . . . . .	3

\*Prerequisite is admission to the Teacher Education Program. These courses are taken simultaneously.

In addition to these class requirements, students are required to assist in a physical education activity class for one quarter.

### **Comprehensive Teaching Major in Physical Education Curriculum**

Comprehensive Teaching major in Physical Education requirements . . . . .	76
Professional Education requirements . . . . .	44-46
General Education requirements . . . . .	78
	198-200

### **Comprehensive Teaching Major in Physical Education (suggested schedule by year)**

First year:

61-199 Physical Activity and the Christian Life . . . . .	1
61-212 Tumbling . . . . .	1
61-201 or 61-202 Apparatus I . . . . .	1
61-203 or 61-204 Apparatus II . . . . .	1
61-235 Foundations of Physical Education . . . . .	3



61-238	Motor Learning	2
61-240	First Aid and Safety Education	3
31-100	Introduction to Education	2
31-101	Field Experience	2
31-102	Education of the Exceptional Child	2
21-101	Old Testament Survey	5
21-102	New Testament Survey	5
41-120	Grammar and Syntax	5
41-130	Principles of Composition	5
51-140	Introduction to the Humanities	5
71-	Biology elective	5
		<u>48</u>

Second year:

61-	Activity classes	3
61-210	Rhythmics	1
61-170 through 61-176	Swimming	1
*61-313	School Health Program	4
*61-363	Movement Education	3
71-216, *71-217	Human Anatomy and Physiology	10
71-485	Evaluation in Physical Education	1
31-201	Preliminary Study Involvement	0
31-236	The Learner and the Learning Process	5
21-230	Theology Survey	5
81-110	Fundamentals of Speech	5
71-	Mathematics elective	5
91-	Social Science elective	5
		<u>48</u>

Third year:

61-362	Adapted Physical Education	5
61-390	Physiology of Exercise	4
31-321	Philosophy of Education	3
61-395	Methods of Teaching Physical Education	4
61-396	Junior Practicum	6
21-340	Baptist History	3
41-	Literature elective	5
71-	Physical Science elective	5
91-100	Foundations of Social Science	5
61-	Coaching elective	3
*61-260	Physical Education in Elementary School	5
		<u>48</u>

Fourth year:

61-	Activity classes	2
61-393	Principles of Physical Education	3
61-480	Organization and Administration	3
61-	elective	3
31-350	Reading in the Content Areas	3
31-450	Supervised Student Teaching	15
21-	Bible electives	6-8
41-	Literature elective	5
91-	History elective	5
61-392	Kinesiology	3
		<u>48-50</u>

\*These courses are not required for a major in Physical Education with a Secondary Teaching Field.

**Requirements for a Major in Physical Education**

**with a Secondary Teaching Field.** Sixty-four hours including:

61-100 through 61-213	Major Skills Classes	11
including:		
61-170 through 61-174	Swimming (1)	
61-199	Physical Activity and the Christian Life	
61-201 or 61-202	Apparatus I	
61-203 or 61-204	Apparatus II	
61-210	Rhythmics	
61-212	Tumbling	
61-235	Foundations of Physical Education	3
61-238	Motor Learning	2
61-240	First Aid and Safety Education	3
61-362	Adapted Physical Education	5
61-370 through 61-381	Coaching	3
71-216	Human Anatomy and Physiology	5
61-390	Physiology of Exercise	4
61-392	Kinesiology	3
61-393	Principles of Physical Education	3
*61-395	Methods of Teaching Physical Education	4
*61-396	Junior Practicum	6
61-480	Organization and Administration of Physical Education	3

61-485 Evaluation in Physical Education . . . . .	1
61-100 through 61-499 electives . . . . .	8

\*Prerequisite is admission to the Teacher Education Program.

These courses are taken simultaneously.

In addition to these class requirements, students are required to assist in a physical education activity class for one quarter.

### Secondary Teaching Major in Physical Education Curriculum

Secondary Teaching Major in Physical Education requirements . . . . .	64
Professional Education requirements . . . . .	44-46
General Education requirements . . . . .	78
Electives . . . . .	4-6
	192

### Requirements for a Comprehensive Non-Teaching Major in Physical Education. Sixty-seven quarter hours including:

61-199 Physical Activity and the Christian Life . . . . .	1
61-212 Tumbling . . . . .	1
61-201 or 61-202 Apparatus I . . . . .	1
61-203 or 61-204 Apparatus II . . . . .	1
61-210 Rhythmics . . . . .	1
61-170 through 61-176 Swimming . . . . .	1
61- Activity Courses . . . . .	5
61-235 Foundations of Physical Education . . . . .	3
61-238 Motor Learning . . . . .	2
61-240 First Aid and Safety Education . . . . .	3
61-250 Community Health . . . . .	3
71-216 Human Anatomy and Physiology . . . . .	5
61-485 Evaluation in Physical Education . . . . .	1
61-362 Adapted Physical Education . . . . .	5
61-390 Physiology of Exercise . . . . .	4
61-392 Kinesiology . . . . .	3
61-393 Principles of Physical Education . . . . .	3
61-480 Organization and Administration of P.E. . . . .	3
61- Elective . . . . .	3
61-499 Physical Education Internship . . . . .	5
61-470 Physical Education Seminar . . . . .	3
66- Psychology elective . . . . .	5

### Comprehensive Non-Teaching Physical Education Curriculum

Comprehensive Non-Teaching Physical Education major requirements . . . . .	76
General Education requirements . . . . .	78
Electives . . . . .	47
	192

### Requirements for a Minor in Physical Education with a Secondary Teaching Field. \*\*Forty-seven quarter hours including:

61-100 through 61-213 Major Skills Classes . . . . .	8
including:	
61-170 through 61-174 Swimming (1)	
61-199 Physical Activity and the Christian Life	
61-201 or 61-202 Apparatus I	
61-203 or 61-204 Apparatus II	
61-210 Rhythmics	
61-212 Tumbling	
61-235 Foundations of Physical Education . . . . .	3
61-238 Motor Learning . . . . .	2
61-240 First Aid and Safety Education . . . . .	3
61-362 Adapted Physical Education . . . . .	5
61-370 through 61-381 Coaching . . . . .	3
71-216 Human Anatomy and Physiology . . . . .	5
61-390 Physiology of Exercise . . . . .	4
61-392 Kinesiology . . . . .	3
61-393 Principles of Physical Education . . . . .	3
*61-395 Methods of Teaching Physical Education . . . . .	4
61-480 Organization and Administration of Physical Education . . . . .	3
61-485 Evaluation in Physical Education . . . . .	1

\*Prerequisite is admission to the Teacher Education Program.

\*\*Only one preparing for or holding a secondary teaching certificate with a major other than physical education may elect this teaching field.

**Requirements for a Minor in Physical Education with an Elementary Teaching Field.\*\*** Thirty-seven hours including:

61-170 through 61-174 Swimming	1
61-199 Physical Activity and the Christian Life	1
61-201 or 61-202 Apparatus I	1
61-203 or 61-204 Apparatus II	1
61-210 Rhythmics	1
61-212 Tumbling	1
61-235 Foundations of Physical Education	3
61-240 First Aid and Safety Education	3
61-299 The Teaching of Health and Physical Education	4
61-362 Adapted Physical Education	5
61-363 Movement Education	3
71-216 Human Anatomy and Physiology	5
61-390 Physiology of Exercise	4
61-392 Kinesiology	3
61-485 Evaluation in Physical Education	1

\*Only one preparing for or holding a regular elementary certificate may elect this teaching field.

**Requirements for a Minor in Health with a Secondary Teaching Field.** Thirty quarter hours including:

61-199 Physical Activity and the Christian Life	1
61-240 First Aid and Safety Education	3
61-245 Personal Health	5
61-250 Community Health Concepts	3
61-313 School Health Program	4
*61-461 School Health Instruction	5
71-216 Human Anatomy and Physiology	5
Courses from 91-331, 61-390, 71-238, 66-264, 61-490, 56-206, or 91-240	4 or 5

\*Prerequisite is admission to the Teacher Education Program.

**Requirements for a Minor in Physical Education.** Twenty-five quarter hours. A personalized program will be worked out in consultation with department personnel.

## DEPARTMENTAL COURSES

### 61-100 through 61-198 General Physical Education —

**1 hour each quarter**

Students may select from a variety of courses offered each quarter. Each course has an aerobics requirement and class participation as major objectives. Courses may include: basketball, racquetball, soccer, softball, volleyball, badminton, self-defense, aerobics, archery, backpacking, bowling, camping, river rafting, cycling, golf, tennis, swimming, beginning swimming through advanced life saving, rock climbing, and tumbling.

### 61-199 Physical Activity and the Christian Life — **1 hour**

A study of the role of physical activity in the Christian life from a Scriptural, physiological, and psycho-sociological perspective. Emphasis is placed upon developing and continuing active, healthy, Christian life practices.

### 61-200 through 61-220 Major Skills Classes — **1 hour each quarter**

Skill development classes designed for those students having a curricular emphasis in physical education. The following skills classes are required: Physical Activity and the Christian Life (199), Swimming (170-174), Apparatus I (Men - 201, Women - 202); Apparatus II (Men - 203, Women - 204); Rhythmics (210); and Tumbling (212).

### 61-230 Basketball Officiating — A **2 hours**

Lectures, reading, class discussions, and field experiences in officiating basketball. Ohio High School Athletic Association certification may be earned.

### 61-231 Volleyball Officiating — A **2 hours**

Lectures, reading, class discussions, and field experience in volleyball officiating. *(Alternate, odd years.)*

### 61-232 Track and Field Officiating — W **2 hours**

Lectures, reading, class discussions, and field experience in officiating track and field meets. *(Alternate, even years.)*

### 61-235 Foundations of Physical Education — A **3 hours**

An orientation to the history, philosophy, and scope of modern physical education from a theistic perspective.

### 61-238 Motor Learning — W **2 hours**

A study of the various factors affecting the acquisition of motor skills.

### 61-240 First Aid and Safety Education **3 hours**

American Red Cross Standard First Aid and C.P.R. Certificate may be granted at the end of the course.

**61-245 Personal Health — Sp 5 hours**

A study of selected personal health problems showing a relationship between the student's understanding and attitude regarding these problems and possible solutions to them.

(Alternate, odd years.)

**61-250 Community Health Concepts — W 3 hours**

An analysis of current community health problems and how solutions can be achieved in and through existing community health programs.

(Alternate, even years)

**61-260 Physical Education in the Elementary School — W 5 hours**

An overview of the place of physical education in the elementary school curriculum with an emphasis on the study of current program content design and teaching techniques.

**61-281 Introduction to Camping 3 hours**

The development and scope of camping, including philosophies of centralized and decentralized camping, standards, administration, and basic campcraft skills.

**61-283 Recreational Leadership 3 hours**

A survey of the recreational aspects of play for children and adults. Practical work in planning and administering programs for playgrounds, clubs, schools, young people's gatherings, and camps.

**61-299 The Teaching of Health and Physical Education — A, W 4 hours**

A basic course for elementary education majors, structured to investigate current trends, methods of instruction, and curriculum designs in health education and physical education at the elementary school level.

**61-313 School Health Program — A 4 hours**

An analysis of the scope of the school health program, including health services, healthful school living, and health instruction.

**61-351 Conditioning of Athletes and Care of Athletic Injuries — W 3 hours**

The means of conditioning athletes for various sports. The care and treatment of athletic injuries with consideration given to taping, diagnosis of injuries, diet, and practical experience in training-room situations.

(Alternate, odd years)

**61-362 Adapted Physical Education — W, Sp 5 hours**

A study of functional and physical defects resulting from physiological and anatomical variations of typical and atypical students, and the psychological implications related to the physical education program. A 50-hour field experience will accompany classroom instruction.

**61-363 Movement Education — A 3 hours**

An investigation of basic movement and how it can be included in the physical education programs as an instructional activity.

**61-370 Coaching Volleyball — A 3 hours**

The organization, skills, techniques, and strategy of volleyball.

**61-371 Coaching Football — A 3 hours**

The organization, skills, techniques, and strategy of football.

**61-372 Coaching Basketball — W 3 hours**

The organization, skills, techniques, and strategy of basketball.

**61-373 Coaching Track — W 3 hours**

The organization, skills, techniques, and strategy of track.

**61-374 Coaching Softball — Sp 3 hours**

The organization, skills, techniques, and strategy of softball.

(Alternate, even years.)

**61-375 Coaching Baseball — Sp 3 hours**

The organization, skills, techniques, and strategy of baseball.

(Alternate, odd years.)

**61-376 Coaching Soccer — A 3 hours**

The organization, skills, techniques, and strategy of soccer.

(Alternate, odd years.)

**61-390 Physiology of Exercise — A, Sp 4 hours**

A study of the implication of the physiological process of the body under varying circumstances. *Prerequisite:* 71-216 Human Anatomy and Physiology.

(Autumn, alternate even years)

**61-392 Kinesiology — A, W 3 hours**

Application of the facts and principles of anatomy and physiology and their relationship to body movement; and the teaching of physical education skills. *Prerequisite:* 71-216 Human Anatomy and Physiology. Calculator TI-55 is required.

(Autumn, alternate odd years)

**61-393 Principles of Physical Education — Sp 3 hours**

The historical development of physical education and its relation to the general field of education, and the analysis of present-day programs and methods in terms of objective. *Prerequisite:* 61-235 Foundations of Physical Education.

**61-395 Methods of Teaching Physical Education — A, Sp 4 hours**

Methods of instruction, current trends and practices in curriculum planning, and the utilization of teaching aids and resource materials. *Prerequisite:* Admission to the Teacher Education Program.

**61-396 Junior Practicum — A, Sp 6 hours**

A six-week field experience graded on a Credit/No Credit basis. *Prerequisite:* Admission to the Teacher Education Program.

**61-461 School Health Instruction — Sp 5 hours**

Methods of instruction with an emphasis on curriculum planning and sequence; individual teaching experiences demonstrating the student's understanding and use of current trends in methods, teaching aids, and resource materials. *Prerequisite:* Admission to the Teacher Education Program.

**61-470 Physical Education Seminar 1-3 hours**

Research problems are conducted by major physical education students to develop their understanding and appreciation of problems in the field, and to develop skill in presenting theories and hypothesis for analysis in group settings.

**61-480 Organization and Administration of Physical Education — A 3 hours**

The study of the principles of adaptation and selection of activities, examination and grouping of pupils, provision and care of equipment, departmental organization, maintenance of facilities, and techniques of evaluation. *Prerequisite:* 61-235 Foundations of Physical Education.

**61-485 Evaluation in Physical Education — W 1 hour**

A study of existing programs of evaluation for physical education programs with consideration given to techniques of test administration and the organization and interpretation of data collected. *Prerequisite:* 61-235 Foundations of Physical Education. Calculator TI-55 is required.

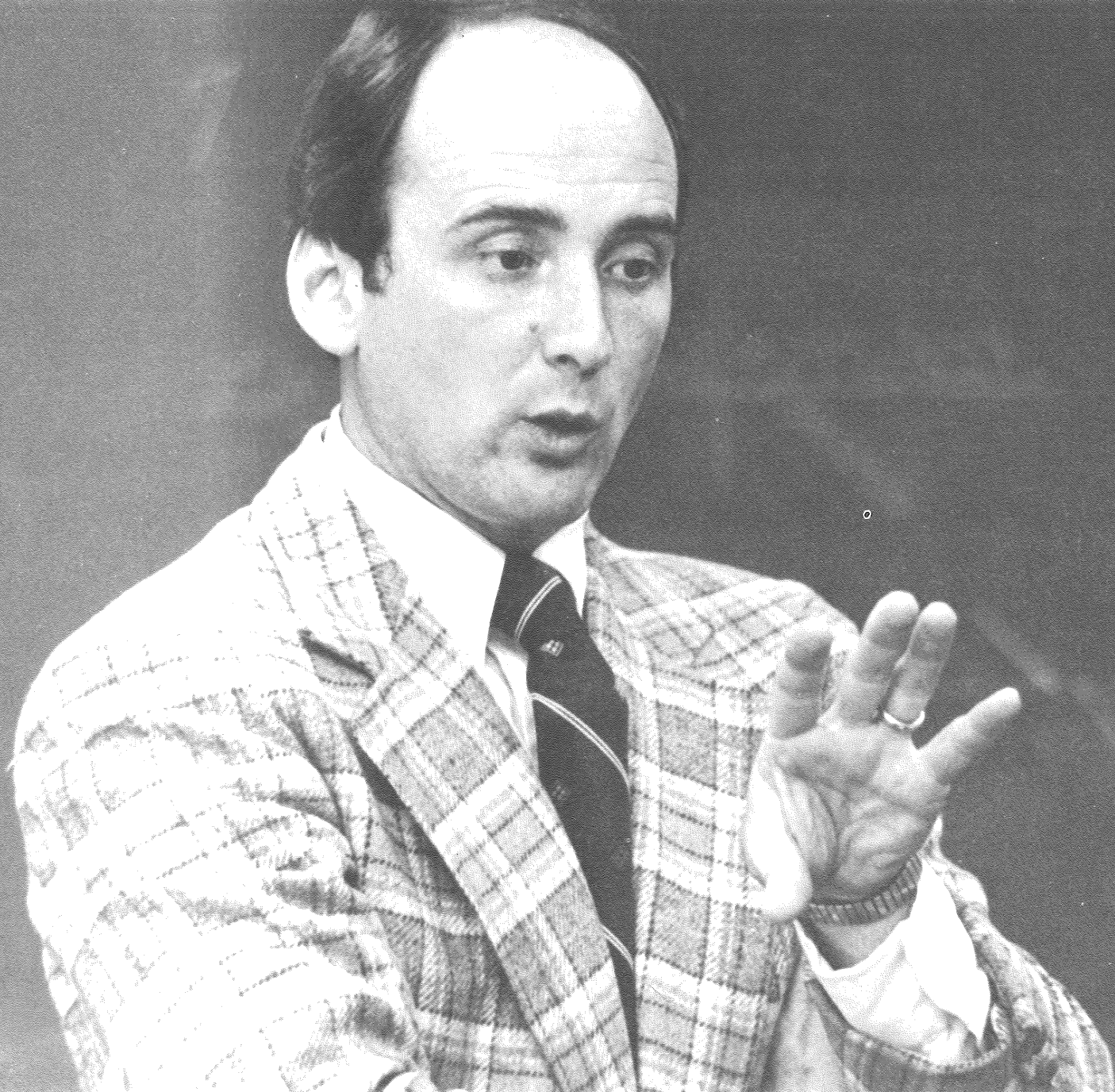
**61-490 Independent Study in Physical Education 1-4 hours**

Independent study by major students of advanced standing toward the understanding and appreciation of problems in physical education. This course is intended to give the student the opportunity to develop skills in the use of literature and in the appropriate techniques in the solution of problems.

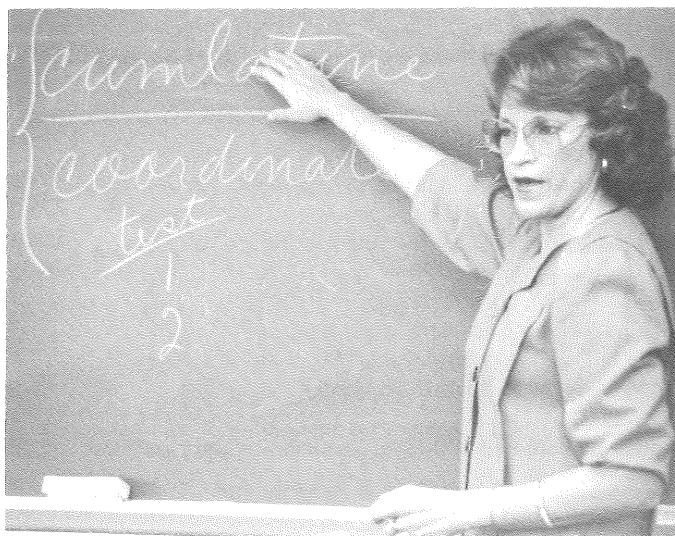
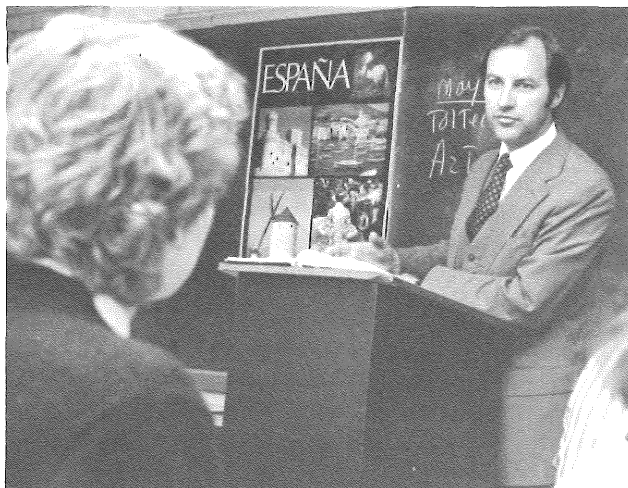
**61-499 Internship in Physical Education 5-15 hours**

A field experience for non-teaching majors designed to provide an opportunity for students to be involved in a variety of activities compatible with their career interests. Departmental approval is required along with determination of the number of hours of credit to be granted. 5-15 hours.





# Language and Literature



*Professors:* Raymond E. Bartholomew, Edward L. Greenwood;  
Edward E. Spencer, *Chairman*  
*Associate Professors:* Harmon Bergen, Pat L. Dixon,  
Ronald M. Grosh  
*Assistant Professors:* Sandra Harner, H. Mark Larson,  
Barbara L. Loach  
*Part-time Faculty:* Lynn A. Brock, Jody Grosh,  
Virginia Potter, Brenda Colijn

The Language and Literature Department is comprised of English Language; World, English, and American Literature; and Spanish, German, and French language studies.

The department seeks to achieve the following objectives: (1) to instruct students to speak and write correctly and effectively; (2) to encourage students to read and appreciate the great masterpieces of English, American, and World Literature; (3) to teach students to evaluate literature intelligently; (4) to provide a general knowledge of the chronology and the social and intellectual background of English and American Literature; (5) to prepare students for graduate work in the field of English; (6) to prepare teachers of English.

Students who choose English as a major are expected to acquire a high level of competency in the discipline of the English language.

**Requirements for a Major in English.** Sixty quarter hours including:

41-223 Advanced Composition or 41-303 Creative Writing	3
41-231 World Literature	5
41-305 The English Language	5
41-335 Shakespeare	5
41-421 Literary Criticism	3
41-422 English Seminar	3
Electives in English	36

The English major is strongly encouraged to enroll in cognate courses such as history, philosophy, etc.

## **English Curriculum**

English major requirements	60
General Education Requirements	66
Electives	66
	192

**Requirements for a Minor in English.** Twenty-four or twenty-five hours, including:

41-120, 41-130, 41-231, one course from American Literature or English Literature, elective(s) from 41-221, 41-223, 41-302, 41-305, and 41-335.

The Language and Literature Department believes that a living language can be learned properly only as the student masters the pronunciation, develops the ability to understand both the spoken and written language, and is able to express himself intelligently in a number of situations.

The general education requirement in foreign language is met by completing two years of the same modern or classical (Latin, Greek) language in high school or by successfully completing the third quarter of an elementary foreign language in college.

Language students are encouraged to consider the Study Abroad Program of Christian Colleges (SAPOCC), which is described under Special Programs of Study.

**Requirements for a Major in Spanish.** Forty-eight quarter hours including:

41-271, 41-272, 41-273 Intermediate Spanish	9
41-361 Spanish Composition	4
41-362 Spanish Conversation	4
41-363 Chicano Literature	3
41-372, 41-373 Masterpieces of Spanish Literature	8
41-461 Advanced Spanish Grammar	5
Electives	

(must include two 400-level Spanish literature courses) . 15

## Spanish Curriculum

Spanish major requirements . . . . .	48
General Education Requirements . . . . .	81
Electives . . . . .	<u>63</u>
	192

**Requirements for a Minor in Spanish.** Twenty-six quarter hours including:

41-171, 41-172, 41-173, 41-271, 41-272, 41-273, and one course in Spanish literature.

## DEPARTMENTAL COURSES ENGLISH LANGUAGE

### 41-120 English Grammar and Syntax — A, W, Sp, Su 5 hours

Emphasis is placed on a study of English grammar, syntax and mechanics, and vocabulary building.

### 41-130 Principles of Composition — A, W, Sp, Su 5 hours

Writing is chiefly expository with emphasis on organizing library materials and the writing of research papers.

### 41-220 Practicum in Journalism — A, W, Sp 1-3 hours

Individual workshop experience in preparing copy for or coordinating campus publications. Repeatable. *Prerequisite:* Permission of the instructor.

### 41-221 Principles of Journalism — A 5 hours

Fundamentals of collecting, evaluating, writing, copyreading, editing, and headlining material for stories, features, and editorials. May count toward the English major.

### 41-222 Advanced Composition for Elementary Teachers — A, W, Sp 3 hours

Designed to give the elementary teacher further practice in sentence structure and paragraphing.

### 41-223 Advanced Composition — W, Sp 3 hours

An advanced study of basic paragraph structures, methods of research, and the writing of the research paper. Open to any student who desires greater competency in expository writing and especially for those who plan graduate work.

### 41-302 Creative Writing — W, Sp 3 hours

An emphasis on writing the short story and poetry to help the student perfect his own style.

### 41-305 The English Language — Sp 5 hours

Emphasis on the historical development of the English language and its structure as described by the structural and generative grammars. Required of all English majors. (*Alternate, even years*)

### 41-307 Advanced Grammar for Secondary English Teachers — A 5 hours

A review of traditional grammar with emphasis on current methods of grammatical analysis. Required of all majors with English as a teaching field. Field experience in teaching language is included. *Prerequisite:* 41-305 The English Language.

### 41-322 Advanced Journalism — W 3 hours

A course designed for the student who anticipates writing as a vocation or avocation. The emphasis is on magazine writing and the steps toward preparing and submitting a manuscript for publication.

### 41-352 Developmental Reading — W 5 hours

Includes basic philosophies, current practices, testing and evaluation for reading disabilities and correction, and methods and materials utilized in the prescriptive teaching of basic reading skills in the English content area in secondary schools. Field and laboratory experiences included. *Prerequisite:* Admission to the Teacher Education Program.

## WORLD, ENGLISH, AND AMERICAN LITERATURE

### 41-230 Introduction to Literature — Sp 5 hours

Emphasis on developing ability to read critically and analytically representative examples of literary genres through use of appropriate criteria. *Prerequisite:* 41-130 Principles of Composition.

### 41-231, 41-232 World Literature — A, W, Su 5 hours

A survey of great works of the western world which reflect the development of European thought in its literary expressions. *Prerequisite:* 41-130 Principles of Composition. Course may be repeated when content changes.

### 41-233 Mythology — W 5 hours

A study of mythologies, the theories of myth and mythmaking, and the development of myth to modern times. *Prerequisite:* 41-130 Principles of Composition.

### 41-234 Early American Literature — A 5 hours

American literature to 1830, emphasis on Bradford, Taylor, Edwards, Franklin, Bryant, Cooper, and Irving. *Prerequisite:* 41-130 Principles of Composition.

**41-235 American Romanticism — W** 5 hours  
A study of American writers from 1830-1865, emphasis on Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. *Prerequisite:* 41-130 Principles of Composition.

**41-236 American Realism and Naturalism — Sp** 5 hours  
American literature from 1865-1900, with emphasis on the local color movement; Twain, James, Howells, Crance, Dreiser, and Norris. *Prerequisite:* 41-130 Principles of Composition.

**41-241 Early English Literature — A** 5 hours  
A study of Old English and Middle English writings through Chaucer. *Prerequisite:* 41-130 Principles of Composition.

**41-242 English Renaissance Literature — Sp** 5 hours  
A survey of English literature and its background with emphasis on Malory, the English Bible, More, Sidney, Spenser, and Elizabethan and Jacobean drama. *Prerequisite:* 41-130 Principles of Composition.  
(Alternate, even years)

**41-320 Methods of Teaching Literature — W** 2 hours  
Designed to explore the various methods and materials essential to the teaching of literature on the secondary level.

**41-323 Directed Readings** 1-4 hours  
Selected readings designed to strengthen the major by providing primary and secondary material in preparation for an independent study of a major writer, literary genre, or literary period.

**41-331 The English Novel — W** 4 hours  
A reading and critical analysis of representative novels of the period from Richardson to Hardy. *Prerequisite:* 41-130 Principles of Composition.  
(Alternate, odd years)

**41-332 Seventeenth Century English Literature — W** 5 hours  
A study of the metaphysical writers, John Donne, Crashaw, and Milton, with an emphasis on the Miltonic trilogy. *Prerequisite:* 41-130 Principles of Composition.

**41-333 Eighteenth Century English Literature — W** 5 hours  
A study of the neo-classical poetry and prose with emphasis on Dryden, Defoe, Swift, Pope, Fielding, and Goldsmith. *Prerequisite:* 41-130 Principles of Composition.  
(Alternate, odd years)

**41-334 Nineteenth Century English Literature — Sp** 5 hours  
A study of the major Romantic and Victorian writers, giving emphasis to Wordsworth, Coleridge, Byron, Shelley, Keats, Browning, and Tennyson. *Prerequisite:* 41-130 Principles of Composition.

**41-335 Shakespeare — A** 5 hours  
Representative comedies, history plays, tragedies, and sonnets. *Prerequisite:* 41-130 Principles of Composition.

**41-337 Contemporary American Literature — Sp** 5 hours  
A study of post World War I writers whose works reflect the dominant thought patterns and values of the 20th century. (Alternate, even years).

**41-338 Contemporary British Literature — A** 5 hours  
A study of representative and significant 20th century British writers, especially those reflective of modern ideologies.

**41-339 Comparative Literature** 5 hours  
A study of 20th century writers whose works are of significance in modern literature. Emphasis is on works that reflect various patterns of ideologies in modern thinking.  
(Alternate, odd years)

**41-342 American Novel — W** 4 hours  
A study of the historical development of the American novel, and an analysis of the writings of major American novelists from Cooper to Faulkner. *Prerequisite:* 41-130 Principles of Composition.  
(Alternate, even years)

**41-413 Dramatic Literature — Sp** 4 hours  
(See Speech Communications for description)  
Can be applied to meet English or speech requirements, but not both fields for the same student. *Prerequisite:* 41-130 Principles of Composition.

**41-421 Literary Criticism — Sp** 3 hours  
A study of major critical theories from ancient times to the present. *Prerequisite:* 200 or 300 level literature course. Required for all secondary and English majors.

**41-422 English Seminar — W** 3 hours  
Designed to help the student synthesize his major areas of study. Required of all senior English majors.

**41-423 Independent Study in English** 1-4 hours  
Independent study in a selected field for students with special interests and demonstrated ability.

**41-442 European Novel — W** 4 hours  
A study of the 19th and 20th century influence on the novel from Balzac to Camus.  
(Alternate, odd years)

## SPANISH

**41-171, 41-172, 41-173 Elementary Spanish** 5 hours each quarter  
Grammar, oral drill, simple reading in the language, and an introduction to Latin American and Spanish culture.

**41-271, 41-272, 41-273 Intermediate Spanish** 3 hours each quarter  
Grammar review, composition, conversation, and readings in Spanish literature and culture. *Prerequisite:* 41-171, 41-172, 41-173 Elementary Spanish or at least two years of high school Spanish.

**41-360 Clinical Teaching in Spanish** 1-3 hours each quarter  
A practical, on-campus experience in which a student is assigned to assist a college instructor in preparation for classes, grading of reports and papers, tutoring students, and conducting small conversational practice sessions for students in Elementary Spanish. The student is expected to



participate in twenty-two clock hours for each hour of credit. *Prerequisite:* Admission to the Teacher Education Program.

**41-361 Spanish Composition 4 hours**

Extensive practice in writing Spanish. Includes translating from English to Spanish and from Spanish to English. *Prerequisite:* 41-273 Intermediate Spanish or permission of instructor.

**41-362 Spanish Conversation 4 hours**

Oral practice in Spanish through speeches and oral reports. Some work on remedial pronunciation. *Prerequisite:* 41-273 Intermediate Spanish or permission of instructor.

**41-363 Chicano Literature 3 hours**

The study of the literary works of Spanish Americans, emphasizing the Mexican-American. Includes short story, drama, poetry, and novel. Course taught in English and open to nonmajors or minors.

**41-370 Teaching Foreign Language 3 hours**

Acquaints the student with the purposes and objectives along with the methods used in the Secondary foreign language classroom. *Prerequisite:* Admission to the Teacher Education Program.

**41-372, 41-373 Masterpieces of Spanish Literature 4 hours each quarter**

Covers major works of Spain from the medieval and Renaissance periods to the present day. *Prerequisite:* 41-273 Intermediate Spanish or permission of instructor. (*Alternate, even years*)

**41-415 Topics in Foreign Language 3 hours**

In-depth study of Spanish or Latin American cultural and historical backgrounds. Course alternates yearly between Spain and Latin America and serves partly as introduction to literature survey courses. Repeatable to six hours, provided that both Latin America and Spain are studied. *Prerequisite:* 41-273 Intermediate Spanish or permission of instructor.

**41-461 Advanced Spanish Grammar 5 hours**

In-depth review of grammar from a linguistic approach. Includes oral

practice and remedial pronunciation. *Prerequisite:* 41-361 Spanish Composition, 41-362 Spanish Conversation, or permission of instructor.

(*Alternate, even years*)

**41-462, 41-463 Latin American Literature 4 hours each quarter**

Latin American literature from pre-Hispanic time until the present day. *Prerequisite:* 41-373 Masterpieces of Spanish Literature or permission of instructor. (*Alternate, odd years*)

**41-465, 41-466 Don Quixote 3 hours each quarter**

In-depth analysis of *Don Quixote*, and Cervantes as a novelist, dramatist, and poet. *Prerequisite:* 41-373 Masterpieces of Spanish Literature or permission of instructor.

**41-470 Independent Study in Spanish 1-4 hours**

Independent and intensive study in a particular area of the Spanish language, literature, or culture for individual students who demonstrate special interests and ability.

## GERMAN

**41-181, 41-182, 41-183 Elementary German 5 hours each quarter**

Grammar, oral drill, simple reading in the language.

**41-281, 41-282, 41-283 Intermediate German 3 hours each quarter**

Grammar review, composition, conversation, and readings in German literature and culture. *Prerequisite:* 41-183 Elementary German or at least two years of high school German.

**41-380 Directed Readings in German 1-4 hours**

The student, in cooperation with his or her advisor and the instructor, will select research level readings in the student's major field. *Prerequisite:* 41-281 Intermediate German or permission of instructor.

## FRENCH

**41-191, 41-192, 41-193 Elementary French 5 hours each quarter**

Grammar, oral drill, simple reading in the language and an introduction to the French culture.



# Music



*Michael Paul DiCuirci directs the Symphonic Band, a 70-member touring group comprised of students from all academic disciplines.*



*Professors:* Charles L. Ellington, David L. Matson, *Chairman*  
*Associate Professor:* Lyle J. Anderson

*Assistant Professors:* Charles R. Clevenger, Michael P. DiCuirci,  
 Philip L. McClure, Charles M. Pagnard, Karl N. Stahl

*Adjunct Faculty:* Advanced composition studies with a composer-in-residence, together with private study with artist teachers, including some principals and members of both the Springfield (Ohio) Symphony Orchestra and the Dayton Philharmonic Orchestra, as well as other professional instrumentalists and vocalists, provide direct exposure to and encouragement for the highest level of solo performance.

The Music Department seeks to glorify God through the development of the whole man (spiritually, academically, artistically, socially); to develop in the evangelical Christian a better appreciation and understanding of God's creation which includes all of the arts (musical, visual, literary, and dramatic); to provide a variety of musical experiences with emphasis on the study and performance of selected musical literature representative of a wide range of periods, styles, nationalities, forms, composers, and media; to help students to discover and develop aptitude and to encourage them in further study; to increase the students' understanding of the art of music and its place in contemporary life.

#### **Auditions**

Applicants for the music programs follow the standard application procedure for the college, but they are admitted to the music programs by audition. Audition requirements may be obtained by writing to the Department of Music.

#### **Music Placement**

All students who enroll in any of the various programs offered by the music department must take a Music Placement Examination to complete registration. This is administered during college week in the fall.

#### **Sophomore Review**

All majors must meet the requirements established by the department for sophomore-level performance proficiency in their recital area in order to continue in the music program. This review will be held at the end of the spring quarter of the sophomore year.

#### **Junior Oral Exam**

All majors meet before a committee comprised of music faculty members during the spring quarter of the junior year. This junior seminar requires the individual to exhibit satisfactory knowledge of content within his discipline.

#### **Piano Proficiency**

All majors and minors are expected to meet the minimum proficiency standards for piano as established by the department. This proficiency should be demonstrated by the end of the junior year. Piano proficiency standards may be obtained by writing to the Department of Music.

#### **Senior Recital**

All majors are required to exhibit a level of performance for graduation which meets the requirements and standards of the department. This is accomplished through a recital given during the individual's senior year.

#### **Scholarships**

Scholarship assistance is available to music majors on the basis of academic record and audition. Additional academic scholarships and other types of financial aid are available to qualified individuals through the Office of Financial Aid.

**Requirements for a Major in Music.** One hundred ninety-two quarter hours including core courses, emphasis, general education and electives:

51-100	Orientation	1
51-111, 51-112, 51-113	Theory II, III, IV	9
51-114, 51-115, 51-116	Aural Skills II, III, IV	6
51-212, 51-213	Theory V, VI	8
51-260	Conducting I	3
51-331, 51-332, 51-333	Music History I, II, III	12
51-362	Conducting II	3
or		
51-363	Conducting III	3
51-	Private Performance	10
51-	Ensemble Performance	6

Plus one of the following areas of emphasis:

Emphasis: 12-20

selected from:

*Music Theory*

51-214 Functional Piano . . . . .	3
51-310 Counterpoint . . . . .	3
51-311 Form and Analysis . . . . .	3
51-413 Orchestration . . . . .	3

*Music History*

51-335 Symphonic Literature . . . . .	4
51-400 Music Seminar . . . . .	4
51-410B Independent Study in Music . . . . .	4

*Performance*

51-214 Functional Piano . . . . .	3
51-311 Form and Analysis . . . . .	3
51-365 Accompanying (keyboard majors) . . . . .	3
51-373 Vocal Methods (voice majors) . . . . .	5
51- Additional hours in recital area . . . . .	6
51- Second performance area . . . . .	3

**Requirements for a Minor in Music.** Thirty-two quarter hours including:

51-100 Orientation . . . . .	1
51-103 Recital and Program Attendance . . . . .	0
51-101, 51-111, 51-112, 51-113 Theory I, II, III, IV . . . . .	12
51-110, 51-114, 51-115, 51-116 Aural Skills I, II, III, IV . . . . .	7
51-260 Conducting I . . . . .	3
51-332, 51-333 Music History II or III . . . . .	4
51- Private Performance . . . . .	3
51- Ensemble Performance . . . . .	2

**Requirements for a Major in Church Music.**

*Choral Track:* one hundred and three quarter hours plus eighty-six quarter hours general education including:

51-100 Orientation . . . . .	1
51-103 Recital and Program Attendance . . . . .	0
51-111, 51-112, 51-113 Theory II, III, IV . . . . .	9
51-114, 51-115, 51-116 Aural Skills II, III, IV . . . . .	6
51-183 Piano Class I . . . . .	1
51-200 The Christian at Worship . . . . .	3

51-201 Church Music PSI . . . . .	0
51-202 Handbell Seminar . . . . .	2
51-204 Instrumental Ensemble in the Church . . . . .	2
51-205 Audio Resources for the Church . . . . .	2
51-212 Theory V . . . . .	4
51-214 Functional Piano . . . . .	3
51-215 Piano Class II (Hymn Playing) . . . . .	1
51-250 Hymnology . . . . .	3
51-253 Songleading . . . . .	2
51-260 Conducting I . . . . .	3
51-283 Wind and Percussion Methods . . . . .	3
51-332 Music History II . . . . .	4
51-333 Music History III . . . . .	4
51-350 History and Administration of Church Music . . . . .	5
51-353 Music Methods and Materials for Children and Youth . . . . .	3
51-363 Conducting III . . . . .	3
51-365 Chorale Repertoire and Practicum . . . . .	3
51-373 Vocal Methods . . . . .	5
51- Private Performance . . . . .	10
51- Ensemble Performance . . . . .	6
51-490 Senior Recital . . . . .	0
51-499 Church Music Internship . . . . .	15

*Instrumental Track:* one hundred and four quarter hours plus eighty-six quarter hours of general education including:

51-100 Orientation . . . . .	1
51-103 Recital and Program Attendance . . . . .	0
51-111, 51-112, 51-113 Theory II, III, IV . . . . .	9
51-114, 51-115, 51-116 Aural Skills II, III, IV . . . . .	6
51-183 Piano Class I . . . . .	1
51-185 Voice Class I . . . . .	1
51-186 Voice Class II . . . . .	2
51-200 The Christian at Worship . . . . .	3
51-201 Church Music PSI . . . . .	0
51-202 Handbell Seminar . . . . .	2
51-204 Instrumental Ensemble in the Church . . . . .	2
51-205 Audio Resources for the Church . . . . .	2
51-214 Functional Piano . . . . .	3
51-250 Hymnology . . . . .	3



51-253 Song Leading . . . . .	2
51-260 Conducting I . . . . .	3
51-332 Music History II . . . . .	4
51-333 Music History III . . . . .	4
51-350 History and Administration of Church Music . . . . .	5
51-353 Music Methods and Materials for Children and Youth . . . . .	3
51-362 Conducting II . . . . .	3
51-363 Conducting III . . . . .	3
51-365 Choral Repertoire and Practicum . . . . .	3
51-373 Vocal Methods . . . . .	5
51- Private Performance . . . . .	10
51- Ensemble Performance . . . . .	6
51-413 Orchestration . . . . .	3
51-490 Senior Recital . . . . .	0
51-499 Church Music Internship . . . . .	15

*Keyboard Track:* one hundred quarter hours plus eighty-six quarter hours of general education including:

51-100 Orientation . . . . .	1
51-103 Recital and Program Attendance . . . . .	0
51-111, 51-112, 51-113 Theory II, III, IV . . . . .	9
51-114, 51-115, 51-116 Aural Skills II, III, IV . . . . .	6
51-185 Voice Class I . . . . .	1
51-186 Voice Class II . . . . .	2
51-200 The Christian at Worship . . . . .	3
51-201 Church Music PSI . . . . .	0
51-202 Handbell Seminar . . . . .	2
51-204 Instrumental Ensemble in the Church . . . . .	2
51-205 Audio Resources for the Church . . . . .	2
51-210 Piano Seminar (Advanced Hymn Playing) . . . . .	2
51-212 Theory V . . . . .	4
51-214 Functional Piano . . . . .	3
51-250 Hymnology . . . . .	3
51-253 Songleading . . . . .	2
51-260 Conducting I . . . . .	3
51-332 Music History II . . . . .	4
51-333 Music History III . . . . .	4
51-350 History and Administration of Church Music . . . . .	5
51-353 Music Methods and Materials for Children and Youth . . . . .	3

51-365 Choral Repertoire and Practicum . . . . .	3
51-373 Vocal Methods . . . . .	5
51- Private Performance . . . . .	10
51- Ensemble Performance . . . . .	6
51-490 Senior Recital . . . . .	0
51-499 Church Music Internship . . . . .	15

**Requirements for a Minor in Church Music.** Twenty-four quarter hours including:

51-185 Voice Class I . . . . .	1
51-186 Voice Class II . . . . .	2
51-200 The Christian at Worship . . . . .	3
51-201 Church Music PSI . . . . .	0
51-205 Audio Resources for the Church . . . . .	2
51-250 Hymnology . . . . .	3
51-253 Song Leading . . . . .	2
51-260 Conducting I . . . . .	3
51-350 History and Administration of Church Music . . . . .	5
51-353 Music Materials and Methods for Children and Youth . . . . .	3

Students from other disciplines who desire a minor in church music may begin the church music course sequence in either the sophomore or junior year.

**Requirements for a Teaching Field in Elementary School Music.** (Anyone preparing for or holding a standard elementary education certificate may elect this teaching field.) Thirty-five quarter hours including:

51-100 Orientation . . . . .	1
51-101, 51-111, 51-112, 51-113 Theory I, II, III, IV . . . . .	12
51-110, 51-114, 51-115, 51-116 Aural Skills I, II, III, IV . . . . .	7
51-332 Music History II . . . . .	4
51-214 Functional Piano . . . . .	3
51-370 Music for Elementary Teachers . . . . .	4
51-374 Music in the Middle School . . . . .	3
Ensemble . . . . .	1

The student teaching experience will also include contact hours in the music classroom.

**Requirements for a second teaching field in Secondary Music Education.** (This program does not fulfill the requirements for a major in secondary music education.) Forty quarter hours including:

51-100 Orientation	1
51-103 Recital and Program Attendance (6 quarters)	0
51-111, 51-112, 51-113 Theory II, III, IV	9
51-114, 51-115, 51-116 Aural Skills I, II, III, IV	6
51-185 Voice Class I (non-majors)	1
51-260 Conducting I	3
51-273 Wind and Percussion Methods	3
51- Private Performance	3
51- Ensemble Performance	3
51-372 Music for the Secondary Teacher	4
51-374 Music for the Middle School	3

**Requirements for a Bachelor of Arts: Secondary Music Education.**

*Choral Track:* one hundred and ten quarter hours including Methods and Education Department requirements:

51-100 Orientation	1
51-103 Recital and Program Attendance (each quarter)	0
51-111, 51-112, 51-113 Theory II, III, IV	9
51-114, 51-115, 51-116 Aural Skills II, III, IV	6
51-212, 51-213 Theory V, VI	8
51-214 Functional Piano	3
51-260 Conducting I	3
51-273 Wind and Percussion Methods	3
51-331, 51-332, 51-333 Music History I, II, III	12
51-363 Conducting III	3
51-372 Music for Secondary Teachers	4
51-373 Vocal Methods	5
51- Private Performance	10
51- Ensemble Performance	6
31-100 Introduction to Education	2
31-101 Field Experience	2
31-102 Education of Exceptional Children	2
31-201 Preliminary Student Involvement	0
31-236 The Learner and the Learning Process	5
*31-305 Junior Practicum	5

*31-321 Philosophy of Education	3
*31-350 Reading in the Content Areas	3
*31-450 Supervised Student Teaching and Seminar	15
*Requires admission to Teacher Education Program	

*Instrumental Track:* one hundred and eighteen quarter hours including Methods and Education Department requirements:

51-100 Orientation	1
51-103 Recital and Program Attendance (each quarter)	0
51-111, 51-112, 51-113 Theory II, III, IV	9
51-114, 51-115, 51-116 Aural Skills II, III, IV	6
51-185 Voice Class (non-major)	1
51-186 Voice Class	2
Five courses from:	
51-187 High Brass Methods	2
51-188 Low Brass Methods	2
51-191 Woodwind Methods (Single Reed)	2
51-192 Woodwind Methods (Double Reed)	2
51-193 High String Methods	2
51-194 Low String Methods	2
51-195 Percussion Methods	2
51-212, 51-213 Theory V, VI	8
51-214 Functional Piano	3
51-260 Conducting I	3
51-331, 51-332, 51-333 Music History I, II, III	12
51-363 Conducting II	3
51-372 Music for Secondary Teachers	4
51-377 The Instrumental Teacher	3
51- Private Performance	10
51- Ensemble Performance	6
31-100 Introduction to Education	2
31-101 Field Experience	2
31-102 Education of Exceptional Children	2
31-201 Preliminary Student Involvement	0
31-236 The Learner and the Learning Process	5
*31-305 Junior Practicum	5
*31-321 Philosophy of Education	3
*31-350 Reading in the Content Areas	3
*31-450 Supervised Student Teaching and Seminar	15
*Requires admission to Teacher Education Program	

## Bachelor of Music Education

The following courses are required for the Bachelor of Music Education degree, and also for the Special Music Certificate which enables one to teach vocal, instrumental, or general music in the schools in grades kindergarten through twelve. A student may elect either a choral or an instrumental track of study.

*Choral Track:* one hundred and nineteen quarter hours including Methods and Education Department requirements:

51-100 Orientation	1
51-103 Recital and Program Attendance	0
51-111, 51-112, 51-113 Theory II, III, IV	9
51-114, 51-115, 51-116 Aural Skills I, II, III, IV	6
51-193 High String Methods	2
51-212, 51-213 Theory V, VI	8
51-214 Functional Piano	3
51-260 Conducting I	3
51-273 Wind and Percussion Methods	3
51-331, 51-332, 51-333 Music History I, II, III	12
51-363 Conducting III	3
51-370 Music for the Elementary Teacher	4
51-372 Music for the Secondary Teacher	4
51-373 Vocal Methods	5
51-374 Music for the Middle School	3
51- Private Performance	10
51- Ensemble Performance	6
31-100 Introduction to Education	2
31-101 Field Experience	2
31-102 Education of Exceptional Children	2
31-201 Preliminary Student Involvement	0
31-236 The Learner and the Learning Process	5
*31-305 Junior Practicum	5
*31-321 Philosophy of Education	3
*31-350 Reading in the Content Areas	3
*31-450 Supervised Student Teaching and Seminar	15

\*Requires admission to Teacher Education Program

*Instrumental Track:* one hundred and twenty-eight quarter hours including Methods and Education Department requirements:

51-100 Orientation	1
51-103 Recital and Program Attendance (each quarter)	0

51-111, 51-112, 51-113 Theory II, III, IV	9
51-114, 51-115, 51-116 Aural Skills II, III, IV	6
51-185 Voice Class (non-major)	1
51-186 Voice Class	2

Five courses from:

51-187 High Brass Methods	2
51-188 Low Brass Methods	2
51-191 Woodwind Methods (Single Reed)	2
51-192 Woodwind Methods (Double Reed)	2
51-193 High String Methods	2
51-194 Low String Methods	2
51-195 Percussion Methods	2
51-212, 51-213 Theory V, VI	8
51-214 Functional Piano	3
51-260 Conducting I	3
51-331, 51-332, 51-333 Music History I, II, III	12
51-362 Conducting II	3
51-370 Music for the Elementary Teacher	4
51-372 Music for the Secondary Teacher	4
51-374 Music for the Middle School	3
51-377 The Instrumental Teacher	3
51-413 Orchestration	3
51- Private Performance	10
51- Ensemble Performance	6
31-100 Introduction to Education	2
31-101 Field Experience	2
31-102 Education of Exceptional Children	2
31-201 Preliminary Student Involvement	0
31-236 The Learner and the Learning Process	5
*31-305 Junior Practicum	5
*31-321 Philosophy of Education	3
*31-350 Reading in the Content Areas	3
*31-450 Supervised Student Teaching and Seminar	15

\*Requires admission to Teacher Education Program

## DEPARTMENTAL COURSES

### 51-100 Orientation — A 1 hour

A basic introduction to the department of music, its philosophy, programs, and procedures. Required of all freshman music majors and minors.

### 51-103 Program and Recital Attendance — A, W, Sp 0

Credit is received by music majors and minors who attend the required number of artist series programs, general recitals, senior recitals, and faculty recitals each quarter.

### 51-140 Introduction to the Humanities — A, W, Sp, Su 5 hours

Consideration of the relationship of music, art, and literature to the dominant cultural, religious, and philosophical trends and their relationship to Christian theism.

### 51-200 The Christian at Worship — Sp 3 hours

A study of worship as recorded in the Old and New Testaments with primary emphasis upon individual and corporate worship in the contemporary fundamental church.

### 51-305 Accompanying — W 3 hours

An intensive study, in a master-class environment, of vocal and instrumental literature, accompanying skills, and piano duets. *Prerequisite:* Permission of the instructor.

### 51-366 Pedagogy — Sp 3 hours

Pedagogy in piano, organ, or other major instrument. *Prerequisite:* Permission of the instructor. (Alternate, even years)

### 51-400 Music Seminar — A, W, Sp 2-5 hours

For music majors. Some typical topics: 16th century counterpoint, choral arranging, band arranging, performance practices. Others as interest demands. *Prerequisite:* Permission of the Music Department.

### 51-410 Independent Study in Music — A, W, Sp 1-4 hours

Registration may be repeated. *Prerequisite:* Permission of the Music Department.

- |                           |                    |
|---------------------------|--------------------|
| A. Theory and Composition | D. Music Education |
| B. History and Literature | E. Applied Music   |
| C. Church Music           |                    |

### 51-490 Senior Recital — A, W, Sp 0 hours

A senior recital is required of all music majors as partial fulfillment of degree requirements. The date for the recital and the repertoire will be determined by the performance instructor. A recital fee of \$50 is charged the quarter the recital is to be performed.

## CHURCH MUSIC

### 51-201 Preliminary Student Involvement — A, W, Sp, Su 0 hours

Each student arranges five full, consecutive days in a fundamental Baptist church during which he observes and participates in music activities of the local church. A follow-up report is required.

### 51-202 Seminar — Handbells — Sp 2 hours

An introduction to handbells, their use in the church, school and community, the choice and maintenance of equipment, and the development of effective ringing technique.

### 51-203 Seminar — Instrumental Ensembles in the Church — A 2 hours

An introduction to the importance of instrumental music in the church. The study of the development of small wind and brass ensembles, large ensembles, repertoire, and the function of ensembles in worship and Christian education. (Alternate, odd years)

### 51-204 Seminar — Audio Resources for the Church — W 2 hours

An overview of audio in relation to sound reinforcement and its use in the local church. Topics for study include: the basic sound chain, the mixing process, tape accompaniments, audio problems, and troubleshooting. (Alternate, even years)

### 51-210 Piano Seminar — Sp 2 hours

A seminar for advanced church keyboard musicians. Half of the class sessions are devoted to student demonstrations and analysis of individual hymn-playing styles. Subsequent sessions will deal with a wide range of topics which include hymnals, hymn-arranging, working with publishers, advanced modulation and improvisation techniques, and philosophies of keyboard worship. *Prerequisite:* Piano Class II or Diagnostic test-out. (Alternate, odd years)

### 51-250 Hymnology — W 3 hours

A historical survey of Christian hymnody; consideration of criteria for judging texts and tunes with an emphasis upon their practical use in the worship service. (Alternate, even years)

### 51-253 Song Leading — Sp 2 hours

Hymn conducting, duties of a song leader, and an evaluation of Protestant church music. Recommended for all future pastors and church workers. (Alternate, odd years)

### 51-350 History and Administration of Church Music — W 5 hours

A survey of this history of church music together with various methods of organizing and administering the total music program of the church. A biblical foundation of church music. Development of a music philosophy based on the Bible. (Alternate, even years)

**51-353 Music Methods and Materials for Children and Youth — Sp** 3 hours

The establishment of the graded music ministry in the local church, particularly the grades choir system with special attention given to methods and materials used in the organization and maintenance of the groups which comprise this ministry. Field experience is a part of this class. *Prerequisite:* 51-350 History and Administration of Church Music. (Alternate, odd years)

**51-499 Church Music Internship — A, W, Sp, Su** 5-15 hours  
Senior church music majors and minors engage in church music activity in a local church under the supervision of one faculty member of the Department of Music. The department determines the number of credit hours that will be given. *Prerequisite:* Completion of all courses in the B.S.M. program and senior classification.

## MUSIC THEORY

**51-101 Theory I — A** 3 hours

An introduction to the basic materials and concepts of music. Fundamental harmonic progression and introduction to the piano keyboard. Elementary ear training and dictation. Competency equivalency required of all music majors, minors, and elementary education majors. Open to all students.

**51-111 Theory II — W** 3 hours

A study of fundamental harmonies and tone relations used in musical composition including elementary written and keyboard harmony, melody writing and analysis. *Prerequisite:* 51-101 Theory I or passing grade on placement examinations.

**51-112 Theory III — Sp** 3 hours

A study of the principles of diatonic harmony, including two-, three-, and four-part writing, analysis, keyboard harmony, and creative work. *Prerequisite:* 51-111 Theory II.

**51-113 Theory IV — A** 3 hours

A study of non-chord tones, seventh chords, and secondary dominants. continuing emphasis on four-part writing, analysis, keyboard harmony, and creative work. *Prerequisite:* 51-112 Theory III.

**51-110 Aural Skills I — A** 1 hour

Basic technique of dictation, sight singing, and rhythmic reading. To be taken concurrently with 51-101 Theory I. Open to all students.

**51-114 Aural Skills II — W** 2 hours

Singing and writing of major and minor scales, intervals, triads, tonal and rhythmic groups, tonal melodies and canons. To be taken concurrently with 51-111 Theory II. *Prerequisite:* 51-110 Aural Skills I or passing grade on placement examinations.

**51-115 Aural Skills III — Sp** 2 hours

Singing and writing of chromatic scales, tonal and rhythmic groups, more difficult tonal melodies, and two-part work. To be taken concurrently with 51-112 Theory III. *Prerequisite:* 51-114 Aural Skills II.

**51-116 Aural Skills IV — A** 2 hours

Singing and writing of seventh- and ninth-chord outlines, tonal melodies, harmonic progressions with modulations, syncopated rhythmic figures, and two-part work. To be taken concurrently with 51-113 Theory IV. *Prerequisite:* 51-115 Aural Skills III.

**51-212 Theory V — W** 4 hours

Critical study and analysis of the chromatic harmony and formal structure of 18th and 19th century music. Creative work in traditional compositional forms. *Prerequisite:* 51-113 Theory IV.

**51-213 Theory VI — Sp** 4 hours

A survey of 16th and 18th century contrapuntal techniques and analytical study of 20th century compositional techniques including impressionistic, serial, neo-classical, and electronic practices; creative work in contemporary styles. *Prerequisite:* 51-212 Theory V.

**51-214 Functional Piano — A** 3 hours

The development of skills in harmonization at sight, transposition, playing by ear, and other keyboard harmony skills specifically designed to meet the piano proficiency requirements. *Prerequisite:* Permission of the instructor.

**51-310 Counterpoint — A** 3 hours

A survey of polyphonic music of the 18th century including analysis and experimental writing of species counterpoint, canons, two-part inventions, fugal expositions, and trio sonata movements. *Prerequisite:* 51-212, 51-213 Theory V, VI. (Alternate, odd years)

**51-311 Form and Analysis — A** 3 hours

A study of the structure of music approached through analysis of representative works. *Prerequisite:* 51-212, 51-213 Theory V, VI. (Alternate, even years)

**51-413 Orchestration — A** 3 hours

A development of skills in scoring for various instrumental groups. *Prerequisite:* 51-212, 51-213 Theory V, VI.

## HISTORY AND LITERATURE

**51-331 Music History I—Medieval and Renaissance — A** 4 hours

A study of the music of western civilization traced from its primitive sources with special attention given to medieval and Renaissance music, the beginnings of opera, and the early works of Monteverdi and Schuetz.

**51-332 Music History II—Baroque and Classical — W** 4 hours

A study of the music of western civilization traced from 1580 through



the early works of Beethoven with special attention given to the major musical forms in vocal and instrumental music as demonstrated in the works of Monteverdi, Schuetz, Lully, Corelli, Vivaldi, Rameau, J. S. Bach, Handel, Gluck, Haydn, and Mozart.

**51-333 Music History III—Romantic and Modern —Sp 4 hours**

A study of the music of western civilization traced from the time of Beethoven to the present.

**51-335 Symphonic Literature — A, W 4 hours**

A survey of orchestral music from the classical period to the present.

*Prerequisite:* 51-311 Form and Analysis or permission of the instructor.  
(Alternate, odd years)

## MUSIC EDUCATION

**51-187 High Brass Methods — A 2 hours**

Historical background, pedagogical and performance techniques of trumpet and French horn.  
(Alternate, odd years)

**51-188 Low Brass Methods — A 2 hours**

Historical background, pedagogical and performance techniques of trombone, baritone, and tuba.  
(Alternate, even years)

**51-191 Woodwind Methods (Single Reed) — W 2 hours**

Historical background, pedagogical and performance techniques of clarinet, saxophone, and flute.  
(Alternate, odd years)

**51-192 Woodwind Methods (Double Reed) — W 2 hours**

Historical background, pedagogical and performance techniques of oboe and bassoon.  
(Alternate, even years)

**51-193 High String Methods — Sp 2 hours**

Concentration on violin and viola performance techniques including both traditional and Suzuki methods.  
(Alternate, odd years)

**51-194 Low String Methods — Sp 2 hours**

Concentration on the methods and techniques used in playing the cello and string bass.  
(Alternate, even years)

**51-195 Percussion Methods — A 2 hours**

Concentration in snare drum techniques and an introduction to tympani and tuned percussion methods.  
(Alternate, odd years)

**51-273 Wind and Percussion Methods — Sp 3 hours**

An overview of the history, pedagogy, and performance techniques of all band instruments. This course is required for the vocal major pursuing secondary music education or the BME degree and is open to others by permission of the instructor.  
(Alternate, even years)

**51-370 Music for Elementary Teachers — A, W, Sp 4 hours**

Music literature and teaching aids for children, including basic music theory, development of skills on keyboard and classroom instruments and voice; music in the curriculum; teaching musical concepts. *Prerequisite:* Admission to the Teacher Education Program or permission of the instructor.

**51-371 Music for Elementary Teachers — A 4 hours**

For music majors only. Music literature and teaching aids for children, including basic music theory, development of skills on keyboard and classroom instruments and voice; music in the curriculum; teaching music concepts. Field and clinical experiences are a requirement of this course. *Prerequisite:* Admission to the Teacher Education Program or permission of the instructor.

**51-372 Music for Secondary Teachers — W 4 hours**

The history of and basis for music in the secondary curriculum; administration of the music program; methods of teaching music in large and small groups; sources of materials for instruction. Field and clinical experience are a requirement of this course. *Prerequisite:* 51-370 Music for Elementary Teachers.

**51-373 Vocal Methods — W 5 hours**

Philosophy, objectives, and techniques of offering vocal instruction at all levels with emphasis on vocal production, pedagogical approaches, repertoire, and program building. *Prerequisite:* Two quarters of 51-185 Voice Class.

**51-374 Music in the Middle School — Sp 3 hours**

A study of materials, methods of procedure, supervision, and psychological aspects of teaching music in the middle school. Field and clinical experience are a requirement of this course.  
(Alternate, odd years)

**51-377 The Instrumental Teacher — A 3 hours**

Philosophy, learning processes, organizational problems, and field experience in instrumental teaching throughout the school system. *Prerequisite:* Permission of the instructor.  
(Alternate, even years)

## CONDUCTING

**51-260 Conducting I —A 3 hours**

The basic technique of the baton; fundamentals of score reading; conducting patterns applied to elements of interpretation, tone, balance, and diction. *Prerequisite:* Satisfactory performance on music placement abstract or 51-101 Theory I.

**51-362 Conducting II — W 3 hours**

Development of ability to interpret the larger forms of instrumental literature and to read from full score. Laboratory experience in conducting college ensembles. For majors only. *Prerequisite:* 51-260 Conducting I.

**51-363 Conducting III — Sp 3 hours**

Development of ability to interpret the larger forms of choral literature and to read from full score. Laboratory experience in conducting college ensembles. For majors only. *Prerequisite:* 51-260 Conducting I.

**51-365 Choral Repertoire and Practicum — W****3 hours**

A reading laboratory for the purpose of surveying and evaluating choral literature for use in the church. The course includes practical conducting experience with the Campus Fellowship Choir. *Prerequisite:* 51-260 Conducting I.

**PERFORMANCE**

Private instruction for credit in piano, voice, and orchestral and band instruments is available to all music majors. Students other than music majors will need special approval from the Music Department. Private instruction for credit on any instrument available may be arranged with qualified professional teachers for all students in the program.

All students studying privately, whether music majors or not, are required to attend all general recitals. They will also perform regularly in student recitals.

Credit in performance lessons is based on a minimum of six hours of practice and one-half hour lesson per week for one hour of credit. An audition is required for initial registration. Continued registration is based upon satisfactory progress as determined each quarter by the instructor.

**Private Study**

51-281 Organ — A, W, Sp	1 or 2 hours each quarter
51-283 Piano — A, W, Sp	1 or 2 hours each quarter
51-285 Voice — A, W, Sp	1 or 2 hours each quarter
51-287 Brass — A, W, Sp	1 or 2 hours each quarter
51-291 Woodwind — A, W, Sp	1 or 2 hours each quarter
51-293 String — A, W, Sp	1 or 2 hours each quarter
51-295 Percussion — A, W, Sp	1 or 2 hours each quarter

**Class Study****51-183 Piano Class I — A, W, Sp****1 hour**

Group instruction in piano fundamentals including reading of the grand staff, development of keyboard motor skills, counting, ensemble playing, elementary transposition, reading easy hymn-arrangements, and playing from the hymnal. Repeatable.

**51-184 Piano class II — W****1 hour**

Group instruction in essential hymn playing and accompanying skills including congregational style improvisation, accompanying from the hymnal, sightreading, and transposition.

**51-185 Voice Class — A, W, Sp****1 hour****Majors**

Designed for the entering freshman level music major who anticipates using voice as his major or proficiency performance area. The class meets for two hours each week during the autumn quarter, one hour of class together with private instruction the winter and spring quarter. Instruction is devoted to basic vocal technique and beginning repertoire. Repeatable. *Prerequisite:* Audition.

**Non-majors**

Intended for the general student who wishes to learn the basic essentials of vocal production and to apply them to his own instrument toward greater facility of vocal expression through singing.

**51-186 Voice Class — W****2 hours**

Continued vocal instruction with an emphasis upon pedagogical techniques developed through laboratory experience. This course is designed for the instrumental major pursuing either secondary music education or the BME degree as well as for non-majors desiring further vocal study. *Prerequisite:* 51-185 Voice.

**Ensembles**

Membership in all performance organizations with the exception of the oratorio chorus is determined by audition with the appropriate directors. Auditions for new students are held during the period of new student orientation; returning students are auditioned during the spring quarter.

51-380 Concert Chorale — A, W, Sp	0-1 hour each quarter
51-382 Male Chorus — A, W, Sp	0-1 hour each quarter
51-385 Vocal Ensemble — A, W, Sp	0-1 hour each quarter
51-386 Oratorio Chorus — A	0-1 hour each quarter
51-387 Brass Ensemble — A, W, Sp	0-1 hour each quarter
51-388 Brass Choir — A, W, Sp	0-1 hour each quarter
51-391 Woodwind Ensemble — A, W, Sp	0-1 hour each quarter
51-393 String Ensemble — A, W, Sp	0-1 hour each quarter
51-394 Chamber Orchestra — A, W, Sp	0-1 hour each quarter
51-397 Symphonic Band — A, W, Sp	0-1 hour each quarter







# Nursing



*Irene Alyn, Ph.D., has authored three nursing textbooks and is recognized as a leader in nursing education.*

*Professor: Irene B. Alyn, Chairman*  
*Assistant Professors: Janet A. Bauer, Mark R. Klimek*  
*Ruth E. Slocum, Sharon A. Stanley*

Cedarville College, through the Department of Nursing, offers a baccalaureate program leading to a Bachelor of Science in Nursing (BSN). This program is designed to prepare professional leaders and practitioners of nursing for clinical practice. This four-year nursing program builds upon liberal arts, sciences, psychology, management, and research courses to challenge students to develop skills and principles necessary for professional nursing.

### **Philosophy of the Department of Nursing**

The philosophy of the faculty of the Department of Nursing is consistent with the mission of Cedarville College and the profession of nursing. Thus, the faculty are committed to the continuance of their own and their students' learning and to the belief that the individual has intrinsic value because each person is created in the image of God. Faculty believe that nursing takes its roots from God-like concern and attributes: compassion, nurturing, giving. We believe that a lifestyle incorporating the knowledge that One greater than the individual is controlling life's events, facilitates adaptation and, thus, influences health.

People are continually changing and adapting as they interact with their internal and external environments. Preservation of an individual's health implies concern for one's being – spiritual, mental, physical, and social. Application of beliefs about people, health, societal systems, adaptation, and nursing process provides a framework for nursing care for individuals and families within their community and society.

Health is a dynamic state, and the level of wellness is determined by the ability to adapt to alterations in or to influence the systems encompassing one's life. The health care system is one component of the society or setting in which people live, learn, and work. All individuals should have access to quality health

care and recognize their corresponding responsibility in maintaining their own health. The goal of health care is to assist people to achieve optimal levels of wellness in a rapidly changing, multi-dimensional society.

Baccalaureate nursing prepares liberally educated persons to function as professional nurses in a variety of nursing roles and health care settings. These nurses consistently and systematically apply knowledge and theories to assist individuals of all ages, families, and communities to attain, maintain, and/or regain optimal health. Functions assumed by baccalaureate educated nurses are caregiving, teaching/counseling, health supervision, management/leadership, and health screening. Implementation of these roles requires a holistic approach involving the nursing process, critical thinking, therapeutic use of self, communication skills, decision making, research attitude, scientific inquiry, and skill in manipulation of data. Nurses should assume leadership both independently and interdependently with other health workers in improving health care and in planning to meet future health needs.

Teaching strategies in baccalaureate nursing education are organized to involve the student in a reciprocal teaching-learning process that permits and stimulates constant and continuous growth as a person. The baccalaureate degree program provides a base for graduate education. Faculty facilitate learning by serving as scholars/role models in clinical practice and classroom settings, as resource persons for validation of content and procedures, and as providers of a variety of learning experiences. Faculty attempt to be persons whose professional and personal conduct reflect behaviors that scholarly students and health professionals view as worthy of emulation.

### **Accreditation and Licensure**

**National.** Cedarville College is accredited by the North Central Association of Colleges and Secondary Schools. The Department of Nursing will be eligible to apply for National League for Nursing accreditation after the first class graduates in 1985.

**State.** Cedarville College Department of Nursing is approved by



the Ohio Board of Regents and the State of Ohio Board of Nursing Education and Nurse Registration.

**Registration.** Upon graduation from the four- year program of the college, an individual is eligible for admission to the examination for licensure as a registered nurse. Licensure is mandatory in order to practice nursing in Ohio. Graduates planning to practice nursing in other states will be eligible for admission to the examination for licensure in those states.

### General Information

Students wishing to apply for nursing at Cedarville College need a strong background in college preparatory classes including chemistry, algebra, and two years of a foreign language. A five-year plan is recommended for applicants with minimal high school preparation in mathematics, science, and language.

Applicants are required by Ohio State law to give evidence of graduation from an accredited high school. A satisfactory score on the General Education Development Test (high school equivalency diploma test) will be accepted from individuals who have graduated from a nonaccredited high school.

**Financial Aid.** Students should consult the Financial Aid Office regarding all types of financial assistance. Potential sources of aid available specifically for nursing students include: Allstate Foundation, Amvets Memorial Scholarships, Director of Financial Aids for Women, National Foundation March of Dimes Health Careers Awards, Nursing Scholarship Program, Nursing Student Loan Program

Cedarville College provides scholarships to nursing students through the Nursing Scholarship Fund (see page 150).

Additional aid is often available through local hospital recruitment budgets. Students are generally assisted with college expenses in return for a commitment to be employed by the assisting hospital for a given time span following graduation. Information regarding these programs is available through the hospitals involved or through local high school guidance counselors. Local hospitals hire nursing students as aides when positions are avail-

able. Information regarding employment opportunities in area health related agencies is available in the Department of Nursing. Because of the time necessary for clinical activity, outside employment will be limited for most students.

**Orientation Program.** All students new to the Department of Nursing are required to attend the orientation program at the beginning of the fall quarter. Students are responsible for information given at orientation sessions.

**Student Nurses in Action.** Student Nurses in Action is a campus group promoting community service and is open to all nursing students. Special projects are planned as needs arise for assistance with blood banks, clinics, and disaster relief. Field trips are conducted to area health fairs, community service agencies and health service agencies, and institutions.

### Admission to the Department of Nursing

Students apply to the Department of Nursing during the **spring of their sophomore year of college**. The availability of faculty and clinical facilities necessary for effective clinical activity places constraints on numbers who may be accepted into the program. Consequently, students are accepted for admission to the Department of Nursing following evaluation of:

1. Grades in the following courses:
  - 21-101 Old Testament Survey
  - 21-102 New Testament Survey
  - 21-230 Theology Survey
  - 41-120 English Grammar and Syntax
  - 41-130 Principles of Composition
  - 51-140 Introduction to the Humanities
  - 66-160 General Psychology
  - 66-260 Human Growth and Development
  - 71-114 Introduction to Biology
  - 71-154 Principles of Chemistry
  - 71-155 Principles of Organic Chemistry
  - 71-216, 71-217 Human Anatomy and Physiology
  - 71-238 Introductory Microbiology

71-356 Biochemistry  
 81-110 Fundamentals of Speech  
 91-272 Family and Society

2. Cumulative grade point average (minimum GPA = 2.5).
3. Scholastic Aptitude Test of the College Entrance Examination Board (SAT) or the American College Testing Program Examination (ACT). (Prefer an ACT composite score of 20 or higher.)
4. Written statement of career goals.
5. Recommendation of academic advisor.
6. Report of physical examination.
7. Payment of an application fee (\$25 nonrefundable).

Students not accepted into the Nursing Department have several options: placement on a waiting list for admission to the Department of Nursing; selection of a different field of study at Cedarville College; or application to another program appropriate to stated career goals.

**Facilities for Clinical Activity.** All clinical activity is conducted under the direct supervision of Cedarville College nursing faculty. The program utilizes a number of community resources within thirty miles of the campus including public and private, large and small hospitals, health departments, mental health services, welfare services, rehabilitation centers, clinics, homes for the aged, and physicians' offices.

**Insurance.** All students admitted into the Department of Nursing are required to carry their own liability insurance.

**Physical Examination.** A physical examination is required before admission to the nursing program. A chest x-ray within one year prior to admission is required and a TB test is necessary within one year prior to the first clinical placement. Evidence of usual childhood immunization protocols and a tetanus booster are required for clinical experience.

Students will not be allowed to report to a clinical area when an active infection is present. They will be asked to report to the College Health Center for assessment. They will be responsible to

notify the instructor as well as the unit to which they are assigned.

**Transportation.** Students are responsible for transportation to and from clinical settings. Car pools will be encouraged to help defray the cost.

**Uniforms.** Each student must secure uniforms prior to the first clinical experience.

**Equipment.** Books and equipment needed in clinical settings will be purchased by the student.

### Requirements for Retention

1. Grade of C or above in all nursing courses.
2. Successful completion of all clinical assignments.
3. Recommendation of faculty.

### Requirements for Graduation

1. Grade of C or above in all nursing courses.
2. Registration for admission to the examination for state licensure as a registered nurse.
3. Recommendation by the faculty of the Department of Nursing.
4. Completion of required courses:
 

	hours
General education requirements and support cognates . . . . .	121
Department of Nursing courses . . . . .	74
Electives . . . . .	<u>7-13</u>
Total	196-208

### General Education Requirements

Nursing students, as all other students in the college, are required to complete General Education Requirements (see page 29). Many of these may be satisfied by nursing support cognates. The following nursing support cognates are required:

### Support Cognate Requirements

#### PSYCHOLOGY

66-160 General Psychology . . . . .	5
66-260 Human Growth and Development . . . . .	5
66-261 Psychological Statistics . . . . .	5
or	
71-384 Probability and Statistics . . . . .	5

#### SCIENCE

71-114 Introduction to Biology . . . . .	5
71-154 Principles of Chemistry . . . . .	5
71-155 Principles of Organic Chemistry . . . . .	5
71-216, 71-217 Human Anatomy and Physiology . . . . .	10
71-238 Introductory Microbiology . . . . .	5

#### SOCIAL SCIENCE

91-242 Human Sexuality (elective) . . . . .	3
91-272 Family and Society . . . . .	5
91-273 Social Movements . . . . .	4

### Nursing Department Requirements

#### Major (74 hours) hours

56-101 Introduction to Nursing . . . . .	1
56-201, 56-202 Theoretical and Technical Foundations of Nursing Practice	
Lecture . . . . .	2
Lab . . . . .	1
56-301, 56-302 Maternal and Family Health Nursing	
Lecture . . . . .	5
Clinical . . . . .	4
56-303, 56-304 Community Health Nursing	
Lecture . . . . .	5
Clinical . . . . .	4
56-305, 56-306 Nursing To Maintain Healthy Intra- and Interpersonal Relationships	
Lecture . . . . .	5
Clinical . . . . .	4

56-311 Pharmacology . . . . .	4
56-315 Nutrition of Individuals and Families . . . . .	3
56-401, 56-402 Nursing Care of Children and Adults: Acute Physiological Imbalances	
Lecture . . . . .	5
Clinical . . . . .	5
56-403, 56-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances	
Lecture . . . . .	5
Clinical . . . . .	5
56-405, 56-406 Management and Advanced Clinical Nursing	
Lecture . . . . .	5
Clinical . . . . .	5
56-493 Research in Nursing . . . . .	3
56-495 Seminar in Nursing . . . . .	3

### Optional Course of Study in Missionary Nursing

Students who are interested in missionary nursing are advised concerning missions courses and additional nursing experiences that help them attain their goal. A Missions Emphasis program is listed in the Biblical Education section of the catalog. A complete list of electives which may be helpful in preparing for missions is available in the Department of Nursing.

## DEPARTMENTAL COURSES

### **56-101 Introduction to Nursing — A**

**1 hour**

Lecturers introduce aspects of nursing education, practice, and research. This information is related to the curriculum requirements and career opportunities in nursing. Presentations include discussion of professional ethics and factors which motivate and influence Christian nurses.

### **56-201, 56-202 Theoretical and Technical Foundations of Nursing Process — A**

**3 hours**

Lecture in this course includes a brief history of the profession, an overview of conceptual and theoretical approaches to nursing practice, and the current roles of nurses in health care delivery systems.

Content includes development of technical skills basic to nursing, learning and applying principles of assessment using tools as extension of self to gain clinical data. *Prerequisites:* Admission to the Department of Nursing; completion of all prenursing courses.

### **56-301, 56-302 Maternal and Family Health Nursing — A**

**9 hours**

The influence of societal systems (political, economic, social, religious, health care) on family life including reproduction; and the counter-influence that pregnancy and the birth of children have on families and communities are discussed. Potential actions and reactions of family members provide a basis for understanding how people adapt to changing roles within a family. Instruction and practice are given in how to gain information that is required to assess minor disruptions in normal physiological and psychological functioning of the mother, the normalcy of the newborn, and health of various family members. *Prerequisites:* 56-201, 56-202 Theoretical and Technical Foundations of Nursing Process.

### **56-303, 56-304 Community Health Nursing — W**

**9 hours**

The focus of this course is on health promotion and maintenance for communities and the impact of community on individual, family, and group health. Study includes the theory and methods of epidemiology and systems of health care delivery. Assessment techniques are practiced to enable students to assess the responses of community members to events that maintain or threaten to disrupt their physiological, psychological, sociological or spiritual balance. *Prerequisites:* 56-201, 56-202 Theoretical and Technical Foundations of Nursing.

### **56-305, 56-306 Nursing To Maintain Healthy Intra- and Interpersonal Relationships — S**

**9 hours**

Content in this course includes assessment of normal internal communication (sensation, perception, evaluation of self) and interpersonal communication; processes and resources needed to maintain normal

communication; causes of disruption in communication (drugs, structural deficits, faculty thought processes, inadequate resources). Actions and reactions to crises, stress, grief, and death are assessed. *Prerequisites:* 56-303, 56-304 Community Health Nursing.

### **56-311 Pharmacology — W**

**4 hours**

The effects of disease and/or drug interaction on the pharmacodynamics and pharmacokinetics of specific drug categories are emphasized. Students practice the pharmaceutical calculations encountered in administering nursing care. The problems of over-the-counter drugs and self-medication are discussed. *Prerequisites:* 56-201, 56-202 Theoretical and Technical Foundations of Nursing or consent of instructor.

### **56-313 Patient Education — S**

**3 hours**

Principles of teaching are applied to the relationship between professional care-giver and patient. Strategies are learned for teaching, setting goals, and evaluation. Skills are practiced in areas of verbal and nonverbal communication, perception, and motivation. *Prerequisites:* 56-201, 56-202 Theoretical and Technical Foundations of Nursing or consent of instructor.

### **56-315 Nutrition of Individuals and Families — A**

**3 hours**

Normal nutrition for individuals of all ages and food consumption patterns of families in different cultures are studied in this course. Metabolism of food and nutrient utilization are described in a health promotion framework. Modern modes of nutritional therapy are discussed.

### **56-401, 56-402 Nursing Care of Children and Adults:**

#### **Acute Physiological Imbalances — A**

**10 hours**

Common acute physiological imbalances of children and adults and the health care delivery system (including pharmacological, nursing, and medical care) to restore physiological, psychological, sociological, and spiritual homeostasis are studied in depth.

Content includes response patterns of children versus adults to acute illness and the unique resources needed by each to restore health. Planning, interventions, and evaluation components are emphasized as the nursing process is applied in hospital settings. *Prerequisites:* 56-305, 56-306 Nursing to Maintain Healthy Intra- and Interpersonal Relationships; 56-315 Nutrition of Individuals and Families.

#### **56-403, 56-404 Nursing Care of Children and Adults:**

#### **Intermittent-Permanent Physiological Imbalances — W**

**10 hours**

An in-depth analysis is presented of the common intermittent-permanent, physiological imbalances of children and adults and the health care delivery system (including nursing, pharmacological, and medical resources) needed to restore a health balance. Study includes response patterns of children, families, and adults to chronic illness and physical disability and the unique resources needed by each to maintain or improve

current health. The ethical, political, economic, and social factors of caring for persons with intermittent, permanent, or terminal illnesses are discussed. Planning intervention and evaluation components are emphasized as the nursing process is applied in a variety of settings. *Prerequisites:* 56-401, 56-402 Nursing Care of Children and Adults: Acute Physiological Imbalances.

**56-405, 56-406 Management and Advanced Clinical Nursing — S**  
**10 hours**

Health care organizations and the leadership/management skills required in various nursing care delivery systems are explored in this course. Content areas include cost control, decision making, supervision, budget, evaluation of care, leadership, performance, and systems.

Clinical practice involves working under the direction of faculty, clinical supervisor, assistant director of nursing, clinical specialist and/or head nurse in a practical area of the student's choice. *Prerequisites:* 56-403, 56-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances.

**56-440 through 56-449 Special Topics in Nursing — A, W, Sp, Su**  
**2-5 hours**

Selected topics of interest to faculty and students. Course titles to be announced when scheduled. *Prerequisites:* 56-201, 56-202 Theoretical and Technical Foundations of Nursing or consent of instructor.

**56-480 Independent Study in Nursing — A, W, Sp, Su** **1-4 hours**

Students may engage in independent learning opportunities to secure an in-depth background in a specialized area of nursing. The course may be repeated once. *Prerequisite:* Signed contract between student and instructor in which work to be completed is described.

**56-493 Research in Nursing — W** **3 hours**

The research process as applied to clinical nursing problems is discussed. Content focus is on statement of problem, development of conceptual framework, research method selection, data analysis, and discussion of the findings. Discussion of the ethics of research and constraints of obtaining a sample are included. *Prerequisites:* 66-261 Psychological Statistics or 71-384 Probability and Statistics.

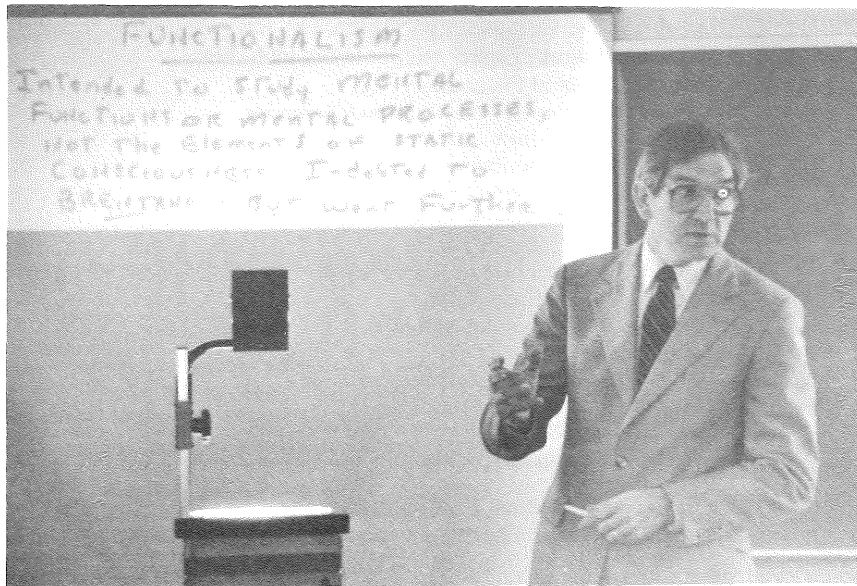
**56-495 Seminar in Nursing — S** **3 hours**

Major professional issues in nursing and the political, economic, social, and religious factors that influence these issues are discussed in this course. *Prerequisites:* 56-403, 56-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances.





# Psychology



*Professors:* Stanley N. Ballard, *Chairman*, Robert D. Abbas  
*Assistant Professor:* Charles D. Dolph

The objectives of the Department of Psychology are:

1. To develop understanding of Biblical content which has psychological impact and investigate all psychological concepts in light of Scriptural truth.
2. To provide an analysis of the person from the physical, emotional, rational, and spiritual levels, while recognizing the value of the scientific methodology in arriving at some of the data of psychology, the framework for understanding these data is provided by Biblical truth.
3. To aid students in their personal adjustment to everyday life through an understanding of human behavior.
4. To provide courses in psychology necessary for teacher certification.
5. To prepare students to be a "generalist" or a middle-level professional person who will work directly with people in outpatient or in-patient settings. Career opportunities are beginning to open up for college graduates who have majored in psychology. Often the student will have to "search out" the job opportunities, but they are becoming more available. Opportunities can be found in state hospitals and mental health centers, state institutions for the retarded and county programs for the retarded, community health and social agencies, geriatric facilities, and in certain correctional and rehabilitation centers.
6. To prepare students for graduate study in psychology and related areas.

**Requirements for a Major in Psychology.** Fifty-five quarter hours including:

66-160 General Psychology	5
66-261 Psychological Statistics	5
66-264 Psychology of Abnormal Behavior	5
66-361 History and Systems of Psychology	4
66-365 Psychology of Learning	4
66-366 Fundamentals of Counseling	5
66-369 Social Psychology	5
66-373 Psychological Research, Methods	3
66-374 Psychological Research, Practice	3
66-464 Literature Seminar in Psychology	4
Additional hours in psychology	12

Majors in psychology are encouraged to take a broad spectrum of courses in their undergraduate education. Course work in biology, mathematics, and philosophy is highly desirable.

71-120, 71-216, 71-203, 71-306, 71-184, 71-185, 71-281, 71-282, 71-283, 71-384, and 21-220 and 21-322 are courses that are especially relevant to the psychology major.

### **Psychology Curriculum**

Psychology major requirements	55
General Education requirements	86
Electives	51
	192

**Requirements for a Minor in Psychology.** Twenty-four quarter hours in psychology including 66-160 General Psychology and 66-264 Psychology of Abnormal Behavior.

**Requirements for a Major in Behavioral Science.** A major designed for students interested in individual and group behavior. This area is recommended for students who desire to work with people in the various settings offered by the fields of psychology and social work. Eighty quarter hours including:

66-160 General Psychology	5
66-264 Psychology of Abnormal Behavior	5
66-365 Psychology of Learning	4
66-366 Fundamentals of Counseling	5
66-373 Psychological Research, Methods	3
66-374 Psychological Research, Practice	3
91-230 Principles of Sociology	5
91-431 Introduction to Social Work	3
91-432 Social Casework	5
66-261 Psychological Statistics	5
or	
91-440 Social Science Seminar	5
66-499 Psychology Internship	5-16
71-120 Introduction to Computer Programming	1
Additional hours in psychology and/or sociology	23

### **Behavioral Science Curriculum**

Behavioral Science major requirements	80
General Education requirements	81
Electives	31
	192

## DEPARTMENTAL COURSES

### **66-160 General Psychology — A, W, Sp, Su 5 hours**

Designed to provide a survey of modern scientific psychology. The course content is centered on such topics as maturation, learning, sensation, perception, motivation, thinking, remembering, emotion, intelligence, and personality development.

### **66-260 Human Growth and Development — A, W, Sp, Su 5 hours**

An analysis of the physiological and psychological development of the individual from conception through adolescence. *Prerequisite:* 66-160 General Psychology.

### **66-261 Psychological Statistics — A, Sp 5 hours**

Designed to provide an elementary coverage of descriptive and sampling statistics commonly used in psychology. This includes problems of measurement, measures of central tendency and dispersion, linear correlation, prediction, and simple tests of significance. *Prerequisite:* 66-160 General Psychology.

### **66-264 Psychology of Abnormal Behavior — Sp 5 hours**

Focus upon etiology, symptomatology, and prognosis of psychological disturbance. *Prerequisite:* 66-160 General Psychology.

### **66-361 History and Systems of Psychology — A 4 hours**

Major trends in the development of psychology from its beginning to the present. Emphasis is placed upon contemporary theory. *Prerequisite:* 66-160 General Psychology.

### **66-363 Psychological Measurement — W 5 hours**

An analysis of theoretical principles and assumptions basic to the measurement of human characteristics and behavior. Offers training in the construction, selection, and use of psychological tests. *Prerequisite:* 66-261 Psychological Statistics.

### **66-364 Industrial Psychology 4 hours**

Psychology applied to the world of work. Emphasis is on the methodology and activities of industrial/organizational psychologists. *Prerequisite:* 66-160 General Psychology, 66-261 Psychological Statistics or 11-211 Quantitative Methods. (Alternate, odd years)

### **66-365 Psychology of Learning — W 4 hours**

Concepts and theories of learning with emphasis placed on personal applications of accepted procedures. *Prerequisite:* 66-160 General Psychology.

### **66-366 Fundamentals of Counseling — W, Sp 5 hours**

An introductory course emphasizing the underlying philosophies, current theories, and accepted procedures of counseling. *Prerequisite:* 66-160 General Psychology

### **66-367 Group Dynamics — A 5 hours**

Group processes in a variety of group settings are the focus as this course explores the interaction of individuals and groups. Each student participates in a growth group as a part of the course. *Prerequisite:* 66-160 General Psychology. (Alternate, odd years)

### **66-369 Social Psychology — Sp 5 hours**

The study of the behavior of individuals as it is influenced by past and/or present interactions with social factors. *Prerequisite:* 66-160 General Psychology.

### **66-372 Psychology of Personality — W 4 hours**

Contemporary theories of the development, organization, and dynamics of personality. *Prerequisite:* 66-160 General Psychology.

### **66-373 Psychological Research, Methods — A 3 hours**

An introduction to methods utilized in psychological research with emphasis placed on experimental methodology and research design. *Prerequisite:* 66-261 Psychological Statistics.

### **66-374 Psychological Research, Practice — W 3 hours**

An application of the principles presented in 66-261 and 66-373. Students design, execute, and analyze a psychological research project which is written up in journal article form. *Prerequisite:* 66-373 Psychological Research Methodology

### **66-460 Independent Study in Psychology — A, W, Sp, Su 1-4 hours**

Independent research carried out by the advanced psychology student in an area of interest and usefulness to the student. *Prerequisite:* Twelve quarter hours of psychology and permission of instructor.

### **66-461 Employment Strategies — A 1 hour**

A study designed to give graduates tools necessary for finding employment. Suggestions will be made for locating job possibilities. Practical tips on résumé writing and interviewing will be included to aid in the application procedure. Some emphasis will be placed on identification of individual marketable skills.

### **66-464 Literature Seminar — A, W, Sp, Su 4 hours**

Reports and discussions of research literature in psychology. Required of all psychology majors during their senior year. *Prerequisite:* Major or minor in psychology or consent of instructor.

### **66-465 through 66-471 Special Topics Seminar 1-4 hours**

Various topics to be offered as interest demands. Available to students with special interests in psychology. *Prerequisites:* Major or minor in psychology and consent of instructor.

66-465 Seminar in Physiological Psychology

66-466 Seminar in Biofeedback

66-467 Seminar in Cognition and Perception

66-468 Seminar in Motivation

66-470 Seminar in Behavior Problems in Children

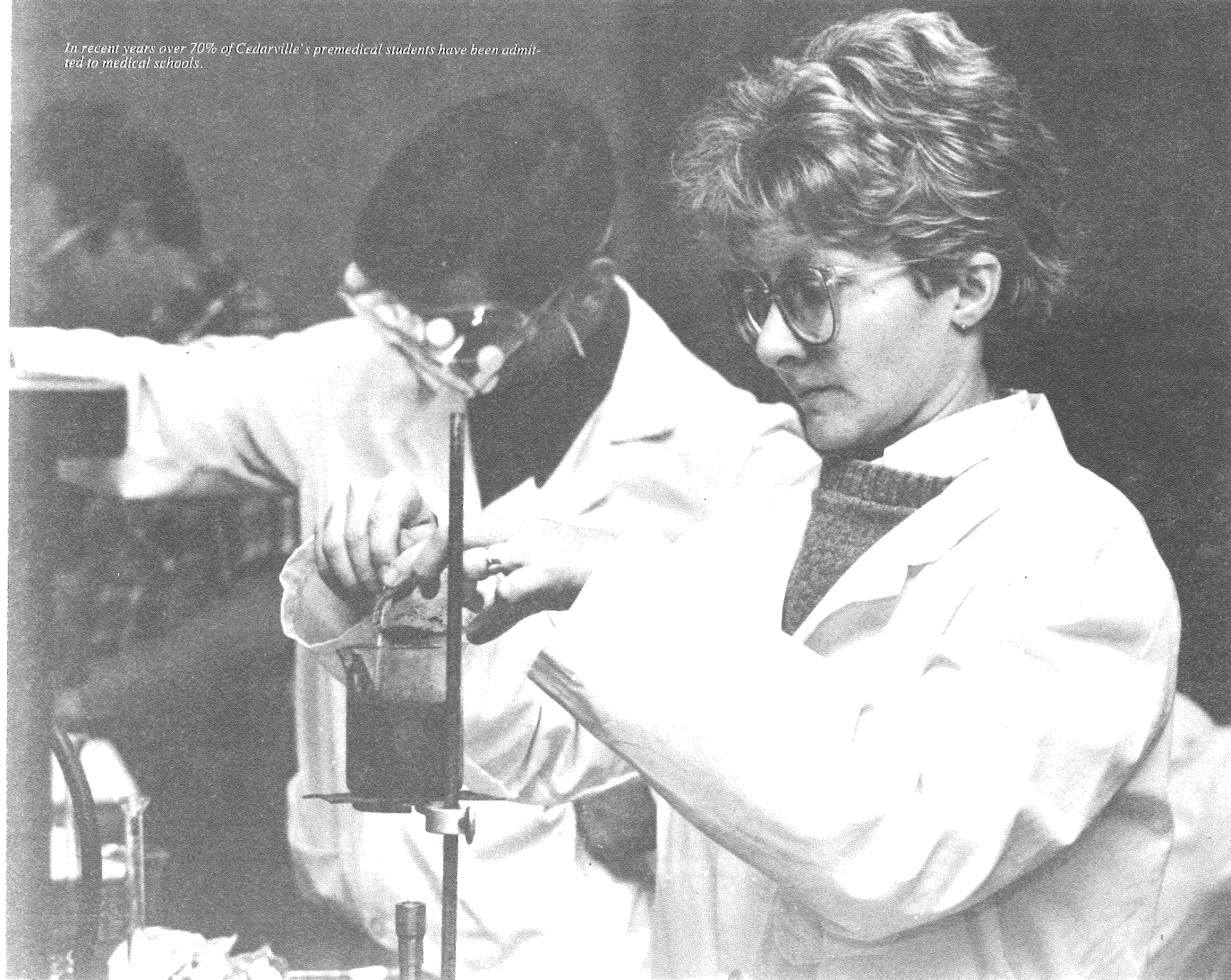
66-471 Seminar in Psycholinguistics

### **66-499 Psychology Internship — A, W, Sp, Su 5-16 hours**

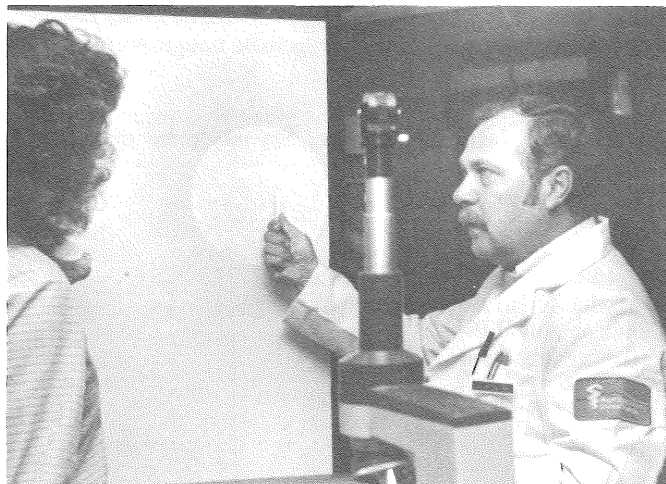
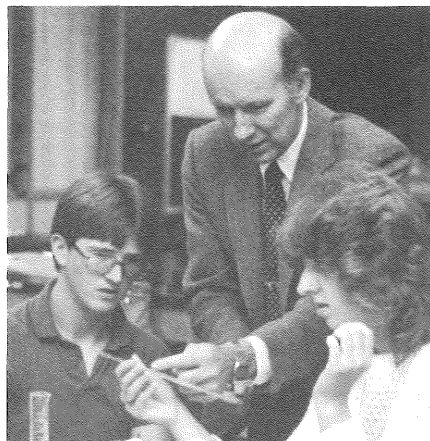
Junior and senior psychology majors may, with approval of the department, engage in psychological activity at a clinic, hospital, or other mental health institution for from 5 to 16 hours credit. One member of the psychology department will supervise the student's internship. The psychology department will determine the number of credit hours that will be given for individual work experience.



*In recent years over 70% of Cedarville's premedical students have been admitted to medical schools.*



# Science and Mathematics





*Professors:* Donald P. Baumann, *Chairman*; Larry S. Helmick, Daniel E. Wetzel,  
*Associate Professors:* L. E. Eimers, Lawrence N. Killian, John E. Silvius  
*Assistant Professors:* Edwin S. Braithwaite, Terry L. Phipps, Dennis R. Flentge  
*Part-Time Faculty:* Austin D. Elmore, *Professor Emeritus*, L. Bert Frye, *Associate Professor Emeritus*

The Department of Science and Mathematics is comprised of biology, chemistry and physics, and mathematics.

This department aims to acquaint the student with the field of science and to aid him in developing clear and orderly thinking processes through the use of the techniques of science and mathematics. The department seeks to help the student to appreciate the facts of creation as studied in the physical and natural sciences.

The department has as objectives to prepare students for graduate study or for further professional study in the health sciences; to prepare secondary teachers of science with a Biblical perspective of science; to serve in other types of employment. Experience has shown a major in mathematics to be unique preparation for seminary.

**Requirements for Major in Biology.** Seventy-three quarter hours including:

71-114 Introduction to Biology . . . . .	5
71-115 General Zoology . . . . .	5
71-134 General Botany . . . . .	5
71-151, 71-152, 71-153 General Chemistry . . . . .	12
71-184 Introduction to Analysis (or equivalent) . . . . .	5
71-200 Environmental Biology . . . . .	5
71-305 Ecology Practicum . . . . .	2
71-306 Genetics . . . . .	5
71-351 Organic Chemistry . . . . .	5
71-356 Biochemistry . . . . .	5
71-440 Seminar . . . . .	1
Electives in biology . . . . .	18

Students choosing an *environmental biology emphasis* should complete the required courses for the biology major and should enroll in 71-340 Topics in Environmental Biology, representing course work provided at the AuSable Trails Institute in northern Michigan which is licensed to grant certificates for (1) Interpretive Naturalist, (2) Water Resource Analyst, (3) Land Resource Analyst, and (4) Environmental Analyst. Fellowships and grants are awarded by the AuSable Institute based upon academic performance and financial need.

Students in a *preprofessional and health science program* should include:

71-352, 71-353 Organic Chemistry; at least four calculus and physics courses from 71-271, 71-272, 71-273 General Physics, 71-281, 71-282, 71-283 Analytic Geometry and Calculus.

Students preparing for *graduate study* are encouraged to include: 71-271, 71-272, 71-273 General Physics, 71-352, 71-353 Organic Chemistry, 71-281, 71-282, 71-283 Analytic Geometry and Calculus.

#### **Biology Curriculum**

Biology major requirements . . . . .	73
General Education requirements . . . . .	71
Electives . . . . .	48
	<hr/> 192

**Requirements for a Major in Chemistry.** Seventy-nine quarter hours including:

71-151, 71-152, 71-153 General Chemistry . . . . .	12
71-254 Quantitative Analysis . . . . .	4
71-255 Analytical Chemistry . . . . .	4
71-271, 71-272, 71-273 General Physics . . . . .	15
71-281, 71-282, 71-283 Analytic Geometry and Calculus . . . . .	15
71-351, 71-352, 71-353 Organic Chemistry . . . . .	14
71-440 Seminar . . . . .	1
71-451, 71-452, 71-453 Physical Chemistry . . . . .	11
Electives in chemistry . . . . .	3

Students preparing for *graduate study* are encouraged to include: 71-378, 71-379 Modern Physics and 71-387 Differential Equations.

Students in a *premedical or predental program* should include: 71-213 Vertebrate Zoology and 71-311 Vertebrate Embryology. Additional biology electives from 71-216, 71-217 Human Anatomy and Physiology, 71-238 Introductory Microbiology, 71-306 Genetics are recommended. 71-436 Radiation Biology or 71-378, 71-379 Modern Physics may be substituted for 71-453 Physical Chemistry.

### Chemistry Curriculum

Chemistry major requirements	79
General Education requirements	76
Electives	37
	<u>192</u>

The **comprehensive science major** is intended exclusively for secondary education students. This major offers a broad exposure to the various areas of science including biology, chemistry, earth science, and physics, and provides basic preparation for teaching these disciplines at the secondary school level. Students desiring greater depth of training in one science area, with the intention of attending graduate school, should plan to major in the science area or areas of their choice.

**Requirements for the comprehensive science major.** Ninety-one quarter hours including:

Thirty quarter hours in biology:

71-114 Introduction to Biology	5
71-115 General Zoology	5
71-134 General Botany	5
Electives in biology	15

Twenty-one quarter hours in chemistry:

71-151, 71-152 General Chemistry	8
71-351 Organic Chemistry	5
Electives in chemistry	8

Twenty hours of physics and fifteen hours of mathematics as follows:

71-271, 71-272, 71-273 General Physics	15
71-281, 71-282, 71-283 Analytical Geometry and Calculus	15
Elective in physics	5

Twenty hours in earth sciences:

71-166 Introduction to Physical Geology	5
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71-264 Introductory Astronomy	5
91-250 Introduction to Geography	2
91-251, 91-252 World Regional Geography	8

Students are also required to complete the professional secondary education requirements for certification listed in the Education Department section of the catalog.

### Comprehensive Science Curriculum

Comprehensive Science major requirement	91
General Education requirements	71
Education requirements	44-46
	<u>206-208</u>

**Requirements for a Major in Mathematics.** Sixty-one quarter hours including:

71-281, 71-282, 71-283 Analytic Geometry and Calculus	15
71-387 Differential Equations	5
Electives from 300 and 400 level courses in mathematics	25
71-271, 71-272, 71-273 General Physics	15
71-400 Seminar	1

### Mathematics Curriculum

Mathematics major requirements	76
General Education requirements	76
Electives	55
	<u>192</u>

Students are encouraged to include additional courses in astronomy, physics, or chemistry as electives.

**Requirements for a Minor in Biology.** Twenty-four quarter hours of biology including 71-115 General Zoology and 71-134 General Botany.

**Requirements for a Minor in Chemistry.** Twenty-four quarter hours of chemistry including 71-151, 71-152, 71-153 General Chemistry, 71-254 Quantitative Analysis, and 71-351 Organic Chemistry.

**Requirements for a Minor in Mathematics.** Twenty-five quarter hours of mathematics courses including 71-281, 71-282,

71-283 Analytical Geometry and Calculus and at least two 300 or 400 level courses.

**Requirements for a Minor in Physics.** Twenty-five quarter hours of physics from 71-271, 71-272, 71-273 General Physics, 71-376 Electricity and Magnetism, and 71-278, 71-379 Modern Physics.

## Preprofessional and Health Science Programs

### PREAGRICULTURE

The preagriculture curriculum is designed to satisfy the technical/nontechnical requirements of the first two years of a typical agriculture program. Students should research agricultural schools to which they wish to transfer at the junior level so that application materials can be completed in advance of deadlines. The program includes one year of general requirements and a second year of agricultural science or agricultural business.

#### Requirements for Preagriculture

##### Core Requirements

71-114 Biology	4
71-151, 71-152 General Chemistry	8
71-185 Introduction to Analysis	5
or	
71-281 Analytic Geometry and Calculus	5
41-120 English Grammar and Syntax	5
41-130 Principles of Composition	5
51-140 Introduction to the Humanities	5
81-110 Fundamentals of Speech	5
91-100 Foundations of Social Science	5
21-101 Old Testament Survey	5
21-102 New Testament Survey	5

##### Elective Courses

The preagriculture student should confer with his advisor to select electives based upon (a) requirements of the school to which he will transfer after leaving Cedarville College and (b) the specific agricultural program he wishes to enter. Such programs

include the following:

**AGRICULTURE SCIENCE** — preparation for careers including agronomy, animal science, food science, and horticulture.

71-115 General Zoology	5
71-134 General Botany	5
Biological science elective	5
71-282 Analytic Geometry and Calculus	5
71-351, 71-352 Organic Chemistry	9
71-353 Organic Chemistry	5
or	
71-356 Biochemistry	5
71-384 Probability and Statistics	5
Humanities electives	5
Social science elective	5

**AGRICULTURE BUSINESS** — preparation for careers in the industry-business phases of agriculture.

Select from:

71-115 General Zoology, 71-134 General Botany, 71-200 Environmental Biology, 71-238 Introductory Microbiology, or 71-306 Genetics	10
11-101 Principles of Accounting	5
11-121 Introduction to Data Processing	3
11-211 Quantitative Methods	4
11-231, 11-232 Principles of Economics	8
11-251 Principles of Organization and Management	4
Humanities electives	10
Social science electives	5

### PREENGINEERING

The preengineering curriculum is designed to satisfy the technical/nontechnical requirements of the first two years of a typical engineering program. It is expected that strict adherence to this program will result in acceptance at an accredited engineering school at the junior level, enabling the student to acquire an engineering degree with an additional two years of study. Students should research the engineering schools to which they wish to

transfer so that application materials can be completed in advance of deadlines.

### Requirements for Preengineering Program

#### First Year

71-271, 71-272 General Physics . . . . .	10
71-281, 71-282, 71-283 Analytic Geometry and Calculus . . . . .	15
41-120 Grammar and Syntax . . . . .	5
41-130 Principles of Composition . . . . .	5
21-101 Old Testament Survey . . . . .	5
21-102 New Testament Survey . . . . .	5
Humanities or social science electives* . . . . .	8
	<u>53</u>

#### Second Year

71-151, 71-152, 71-153 General Chemistry . . . . .	12
71-274 Mechanics I—Statics . . . . .	5
71-275 Mechanics II—Dynamics . . . . .	5
71-276 Electricity and Magnetism . . . . .	5
71-277 Strength of Materials . . . . .	3
71-388, 71-389 Advanced Calculus . . . . .	10
71-480 Topics in Mathematics	
Computer Programming—FORTRAN . . . . .	5
Bible electives . . . . .	6
Humanities or social science electives * . . . . .	5-7
	<u>56-58</u>

\*9 hours of humanities/social science electives must be in 300 or 400 level courses.

### PREDENTAL, PREMEDICAL, PREOPTOMETRIC, PREOSTEOPATHIC, or PREVETERINARY MEDICINE

Cedarville students have been quite successful in gaining admission to medical/professional schools. Though no specific major is required by these schools, students typically choose majors in biology or chemistry. While the sequence of courses is arranged with the premedical advisor, the following courses are usually required by professional colleges:

- 71-281, 71-282, 71-283 Analytic Geometry and Calculus
- 71-271, 71-272, 71-273 General Physics

71-351, 71-352, 71-353 Organic Chemistry

71-356 Biochemistry

At least one year of biology, including 71-311 Vertebrate Embryology and 71-213 Vertebrate Zoology.

### PREMEDICAL TECHNOLOGY

A medical technology option is available within the biology major. The student must spend one year in a hospital internship program to become a certified medical technologist. Prerequisites to the hospital internship include: 24 hours of biology, 24 hours of chemistry, one mathematics course, and completion of all general education requirements.

The student may do the internship during his/her senior year, with 48 hours of transfer credit applied to the biology major upon successful completion of the internship. Many students complete the requirements for a biology major first and then take the internship after graduation from Cedarville College.

### PREPHARMACY

The student should select the pharmacy college he plans to attend as early as possible so that specific requirements for admission can be met. As many of the following courses as possible should be taken in the one or two years the student attends Cedarville College:

- 41-120 English Grammar and Syntax
- 41-130 Principles of Composition
- 71-115 General Zoology
- 71-151, 71-152, 71-153 General Chemistry
- 71-213 Vertebrate Zoology
- 71-281 Analytic Geometry and Calculus
- 71-351, 71-352, 71-353 Organic Chemistry
- 81-110 Fundamentals of Speech
- 91-100 Foundations of Social Science

## GENERAL EDUCATION COURSES

These courses are designed to meet the general education requirements for graduation. They will not count toward any science or mathematics major; a student majoring in science or mathematics may take these courses only as electives. However, any course listed for science or mathematics major or minor may also count toward fulfilling general education requirements.

### **71-100 Principles of Biology — A, W, Sp, Su 5 hours**

This course emphasizes basic life process and the principles by which these processes operate at the ecological, organismic, and cellular levels of organization. Four lectures and one 2-hour laboratory per week.

### **71-160 Introduction to the Physical Sciences — Sp, Su 5 hours**

A descriptive survey of the sciences of astronomy, geology, and meteorology with some consideration given to the historical background of these disciplines. Four lectures and one 2-hour laboratory per week.

### **71-161 Introduction to the Physical Sciences — W, Su 5 hours**

An introductory study of the sciences of physics, chemistry, and space science with emphasis on basic concepts and principles as well as the development of foundational laws pertaining to these disciplines. Four lectures and one 2-hour laboratory or five lectures per week.

### **71-162 Environmental Physical Science — A 5 hours**

Physical and chemical principles underlying environmental topics of current and long-standing interest are studied. Some topics covered are: energy (nuclear and other kinds), food chemistry and nutrition, soaps, water and air quality, and others, depending on time and class interest. Four lectures and one 2-hour laboratory per week.

### **71-166 Introduction to Physical Geology — Sp, Su 5 hours**

An introductory study of the earth and its environment, with emphasis on erosion processes, metamorphism, igneous activity, and the structural features of the earth's crust and geologic time. Four lectures per week, laboratory by arrangement. *Prerequisite:* high school geometry.

### **71-180 Introduction to Mathematics — A 5 hours**

An introduction to mathematical concepts selected from algebra, geometry, trigonometry, statistics, scientific notation, graphical representation of data, the metric system, and other mathematical systems.

### **71-184, 71-185 Introduction to Analysis 5 hours each quarter**

A general introduction to modern methods of analysis, including topics from algebra and trigonometry. The course is designed for students with inadequate preparation for calculus. *Prerequisite:* Two years of

high school mathematics or permission of instructor

### **71-200 Environmental Biology — Sp 5 hours**

An integrated study of the Scriptural and ecological principles which provides a basis for Christian stewardship of the environment and its biological and physical resources, with specific applications to current global, national, and community environmental concerns. Laboratory field trips to aquatic, forest, agricultural, and urban ecosystems will emphasize species interrelationships, matter-energy-cash flow modeling, human impacts, and proposals for improved stewardship. Three (or four) lectures and one 2-hour (or 3-hour) lab, totaling 6 contact hours per week. *Prerequisite:* Three units of high school science or permission of instructor.

### **71-220 Origins 5 hours**

Two models for the origin of the universe, life, and man are developed. The two models, creation and evolution, are examined using available scientific evidence, and predictions based on each model are compared with the scientific evidence. *Prerequisite:* 71-100 Principles of Biology, 71-160 Introduction to the Physical Sciences or equivalent.

### **71-264 Introductory Astronomy — A, Su 5 hours**

An introductory study designed to impart a general knowledge of concepts, principles, and laws pertaining to a God-created universe, with some emphasis on techniques used to obtain this knowledge. Four lectures per week, laboratory by arrangement including field observations at the college observatory. *Prerequisite:* High school geometry or permission of instructor.

## DEPARTMENTAL COURSES

### **71-120 Introduction to Computer Programming 1 hour**

An introduction to the computing capabilities on campus, and an introduction to the fundamentals of computer programming in BASIC as implemented on a microcomputer as well as on a time-sharing system.

### **71-300 Teaching Science and Mathematics 3 hours**

A general methods course which treats the history, the materials, and the methods of science and mathematics teaching. Emphasis is placed on recent trends in materials and methods. *Prerequisite:* Admission to the Teacher Education Program.

### **71-321, 71-322, 71-323 Clinical Teaching in Science or Mathematics 1-3 hours each quarter**

A practical on-campus experience in which a student is assigned to assist a college instructor in preparation for classes and laboratories, classroom and laboratory teaching, grading of reports and examinations, and other teacher responsibilities. The student is expected to participate for



22 clock hours for each hour of credit. *Prerequisite:* Admission to the Teacher Education Program.

**71-440 Seminar 1 hour**

Each student presents a paper from library or laboratory research. Approval of the topic by the student's advisor and seminar instructor must be obtained and the date of presentation set before enrolling in the course. The student must also attend a minimum of 10 seminars during the senior year. Guest lecturers and faculty members may present papers at the invitation of the instructor. Required of all science and mathematics majors. *Prerequisite:* Senior classification and attendance of a minimum of 10 seminars during the sophomore and junior years.

## BIOLOGICAL SCIENCE

**71-114 Introduction to Biology — A 5 hours**

Structure and function of plant and animal cells with emphasis on central concepts. This is the first biology course for majors; it may be taken by others with good preparation in high school biology and chemistry. Four lectures and one 2-hour laboratory per week.

**71-115 General Zoology — W 5 hours**

A survey of the animal kingdom and of zoological principles, with an introduction to anatomy, physiology, and classification. Three lectures and two 2-hour laboratories per week. *Prerequisite:* 71-114 Introduction to Biology.

**71-134 General Botany — A 5 hours**

A study of basic functions and structures of plants beginning with the algae and fungi and finishing with the flowering plants. The methodology and techniques of plant science are emphasized. Four lectures and one 3-hour laboratory per week. *Prerequisite:* 71-114 Introduction to Biology.

**71-200 Environmental Biology — Sp 5 hours**

An integrated study of the Scriptural and ecological principles which provide a basis for Christian stewardship of the environment and its biological and physical resources, with specific applications to current global, national, and community environmental concerns. Laboratory field trips to aquatic, forest, agricultural, and urban ecosystems will emphasize species interrelationships, matter-energy-cash flow modeling, human impacts, and proposals for improved stewardship. Three (or four) lectures and one 2-hour (or 3-hour) lab, totaling 6 contact hours per week. *Prerequisite:* Biology majors, 71-115 General Zoology and 71-134 General Botany.

**71-212 Invertebrate Zoology — 5 hours**

A survey of representative invertebrates to include morphology and relations. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-115 General Zoology. (Alternate, even years)

**71-213 Vertebrate Zoology — 5 hours**

A study of the various vertebrate groups, with emphasis upon vertebrate anatomy. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-115 General Zoology.

(Alternate, even years)

**71-216, 71-217 Human Anatomy and Physiology — W, S 5 hours each quarter**

A survey of the principal systems of the human body with emphasis on both structure and function. 71-216 includes a review of basic biology plus the skeletal, muscular, and nervous system. 71-217 includes the endocrine, respiratory, cardiovascular, digestive, urinary, and reproduction system. Four lectures and one 2-hour laboratory per week. *Prerequisite:* 71-100 Principles of Biology or equivalent.

**71-235 Plant Anatomy — W 5 hours**

Plant cells, tissues, and organs are studied in detail. Attention is given to microtechnique including the killing, fixing, embedding, sectioning, staining, and mounting of tissues. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-134 General Botany.

(Alternate, odd years)

**71-236 Taxonomy of Seed Plants — Sp 5 hours**

The study includes the classification of the flowering plant, with some time given to the history of classification and the various systems by which the angiosperms have been catalogued. Each student makes a collection of plants. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-134 General Botany.

(Alternate, even years)

**71-238 Introductory Microbiology — W 5 hours**

A study of plant microorganisms and viruses and their relationship to man's economy and hygiene. Basic laboratory techniques are stressed. Three lectures and three 2-hour laboratories per week. *Prerequisite:* 71-114 Introduction to Biology and 71-151 General Chemistry.

**71-305 Ecology Practicum — Sp 2 hours**

A study of the structure and functions of ecosystems with emphasis upon methods of ecosystem analysis. Supervised field studies will provide practical experience in examining ecological relationships in our man-dominated rural and urban environment. One lecture and one 3-hour laboratory per week. *Prerequisite:* 71-200 Environmental Biology.

**71-306 Genetics — A 5 hours**

A study of the principles of heredity and their application to plant, animal, and human life. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-114 Introduction to Biology and 71-184 Introduction to Analysis.

**71-311 Vertebrate Embryology 5 hours**

A study of the initiation and development of tissues and organs with emphasis on embryonic development of vertebrates, including the

human. Three lectures and two 3-hour laboratories per week. *Prerequisite:* 71-115 General Zoology. (Alternate, odd years)

**71-336 Plant Physiology** 5 hours

A study of the unique physiological processes of plant life. These include plant and soil-water relationships, mineral nutrition, photosynthesis, and mechanisms that enable plants to coordinate their growth and development in response to environmental stimuli. Four lectures and one 3-hour laboratory per week. *Prerequisite:* 71-134 General Botany and 71-353 Organic Chemistry. (Alternate, odd years)

**71-340 Topics in Environmental Biology** 5-16 hours

Includes a selection of courses offered at the AuSable Trails Institute. All courses emphasize Christian stewardship of creational resources and are taught by faculty of various evangelical Christian colleges. Students may choose from four course sequences which, if completed in addition to requirements for the biology major, will earn certification in one of the following areas designed to prepare students for employment or graduate study: (1) Interpretive Naturalist, (2) Water Resource Analyst, (3) Land Resource Analyst, and (4) Environmental Analyst.

**71-400 Independent Study in Biology** 1-4 hours

Independent experimental study involving a particular biological phenomenon. Submission and approval of a research proposal must precede registration. *Prerequisite:* Major in biology and permission of advisor.

**71-436 Radiation Biology — Sp** 4 hours

The effects of ionizing radiation on biological systems and methods of using radioisotopes. Introductory material on radiation physics and dosimetry is included. The laboratory exercises introduce the student to basic instrumentation and techniques in the safe handling of radioisotopes. The course may be applied to either a biology or a chemistry major. Three lectures and one 3-hour laboratory per week. *Prerequisite:* One year of chemistry, one course in biology, one course in mathematics. (Alternate, odd years)

## CHEMISTRY

**71-151, 71-152, 71-153 General Chemistry** 4 hours each quarter

Fundamental facts and principles of chemistry. Quantitative techniques are stressed in the laboratory during the first two quarters. Laboratory emphasis is on qualitative analysis during the third quarter. Three lectures and one 3-hour laboratory per week.

**71-154 Principles of Chemistry — A** 5 hours

For non-science majors, an introduction to atomic structure, ionic and covalent bonding, stoichiometry, kinetic theory, solutions and equilibria, and nuclear chemistry. Four lectures and one 3-hour lab per week.

**71-155 Principles of Organic Chemistry — W** 5 hours

A beginning study of organic chemistry for non-science majors. The content includes a study of the nature, properties, and bonding of organic compounds. Four lectures and one 3-hour lab per week. *Prerequisite:* 71-154 Principles of Chemistry.

**71-254 Quantitative Analysis — A** 4 hours

A study of the theory, techniques, and calculations involved in gravimetric and volumetric analysis of inorganic substances. Three lectures and one 3-hour laboratory per week. *Prerequisite:* 71-152 General Chemistry.

**71-255 Analytic Chemistry — W** 4 hours

A continuation of Quantitative Analysis, with emphasis on instrumental analysis. Two lectures and two 3-hour laboratories per week. *Prerequisite:* 71-254 Quantitative Analysis.

**71-351, 71-352, 71-353 Organic Chemistry** 4 hours winter quarter  
5 hours autumn and spring quarters

A detailed study of the general principles, aliphatics, aromatics, natural products, etc. Emphasis is placed on mechanism. Three lectures and one 3-hour laboratory per week. *Prerequisite:* 71-152 General Chemistry.

**71-356 Biochemistry — Sp** 5 hours

A study of carbohydrates, lipids, proteins, and nucleoproteins and their relationship to life and metabolic processes. Four lectures and one 3-hour laboratory per week. *Prerequisite:* 71-351 Organic Chemistry.

**71-450 Independent Study in Chemistry** 1-4 hours

Independent experimental study of some chemical phenomenon.

**71-451, 71-452, 71-453 Physical Chemistry** 4 hours autumn and winter quarters  
3 hours spring quarter

A study of the properties of chemical systems, including the fundamentals of thermodynamics, chemical dynamics, and quantum mechanics. Three lectures and one 3-hour laboratory per week. *Prerequisite:* 71-254 Quantitative Analysis or 71-273 General Physics. (Alternate, odd years)

**71-454 Advanced Inorganic Chemistry** 5 hours

Modern concepts of the structure of matter, nature of the chemical bond, complex ions, and the periodic properties of the elements. *Prerequisite:* 71-254 Quantitative Analysis. (Alternate, even years)

**71-455 Topics in Chemistry** 2-5 hours

Topics of special interest are selected by the chemistry faculty from the areas of modern chemistry. May be repeated once for credit. *Prerequisite:* 71-153 General Chemistry or equivalent and consent of instructor.

## PHYSICS

### 71-271, 71-272, 71-273 General Physics 5 hours each quarter

Basic concepts of mechanics, heat, sound, light, electricity, magnetism, and modern physics. Four lectures and one 2-hour laboratory per week. *Prerequisite:* 71-281 Analytic Geometry and Calculus.

### 71-274 Mechanics I—Statics 5 hours

A study of the principles of mechanics including force systems, free body diagrams, resultants and equilibrium, centroids and centers of gravity, friction, moments of inertia with applications. Five lectures per week. *Prerequisite:* 71-271 General Physics, 71-283 Analytic Geometry and Calculus.

### 71-275 Mechanics II—Dynamics 5 hours

A study of kinematics including translation, rotation, plane motion and relative motion. Also includes the kinetics of particles and bodies by the methods of Newton's laws, work-energy, and impulse-momentum. Five lectures per week. *Prerequisite:* 71-274 Mechanics I—Statics.

### 71-277 Strength of Materials 3 hours

The study of stresses, strains, and deflections under forces of tension, compression, shear and torsion; shear and moment diagrams, buckling, and properties of materials. Three lectures per week. *Prerequisite:* 71-274 Mechanics I—Statics.

### 71-376 Electricity and Magnetism 5 hours

Basic concepts of electricity and magnetism. AC and DC circuits, electromagnetism, basic electronic circuits. *Prerequisites:* 71-272 General Physics, 71-388 Advanced Calculus.

### 71-378, 71-379 Modern Physics 5 hours each quarter

An extension of basic concepts of modern physics learned in General Physics. Topics include structure of matter, electricity and light, kinetic theory, x-rays, nuclear reactions, atomic and nuclear structure, radioactivity. *Prerequisite:* 71-273 General Physics. (*Alternate, even years*)

## MATHEMATICS

### 71-281, 71-282, 71-283 Analytic Geometry and Calculus

5 hours each quarter

An integrated course of the basic concepts of analytic geometry and calculus. Includes theory of limits, derivatives, integrals, conic sections, solid analytic geometry, partial derivatives, multiple integrals, infinite series, differential equations. *Prerequisite:* 71-184, 71-185 Introduction to Analysis or equivalent.

### 71-384 Probability and Statistics 5 hours

Probability, binomial, normal, t, chi square, and F distributions; regression and analysis of variance are studied from theoretical and practical viewpoints. *Prerequisite:* 71-282 Analytic Geometry and Calculus.

### 71-387 Differential Equations 5 hours

A study of the standard techniques employed in the solution of differential equations with emphasis on those arising from physical problems. *Prerequisite:* 71-283 Analytic Geometry and Calculus.

### 71-388, 71-389 Advanced Calculus 5 hours

Topics in function theory, differential and integral calculus of several variables, line and surface integrals; and infinite series are covered. *Prerequisite:* 71-283 Analytic Geometry and Calculus.

### 71-394 Linear Algebra—A 5 hours

An introduction to the algebra of linear equations, including determinants, matrices, vector spaces, eigenvalues, and eigenvectors, and linear mapping. *Prerequisite:* 71-283 Analytic Geometry and Calculus.

(*Alternate, even years*)

### 71-396 Modern Algebra— 5 hours

Introduction of sets and logic, and the development of algebraic systems, groups, rings, integral domains, and fields. *Prerequisite:* 71-282 Analytic Geometry and Calculus.

(*Alternate, even years*)

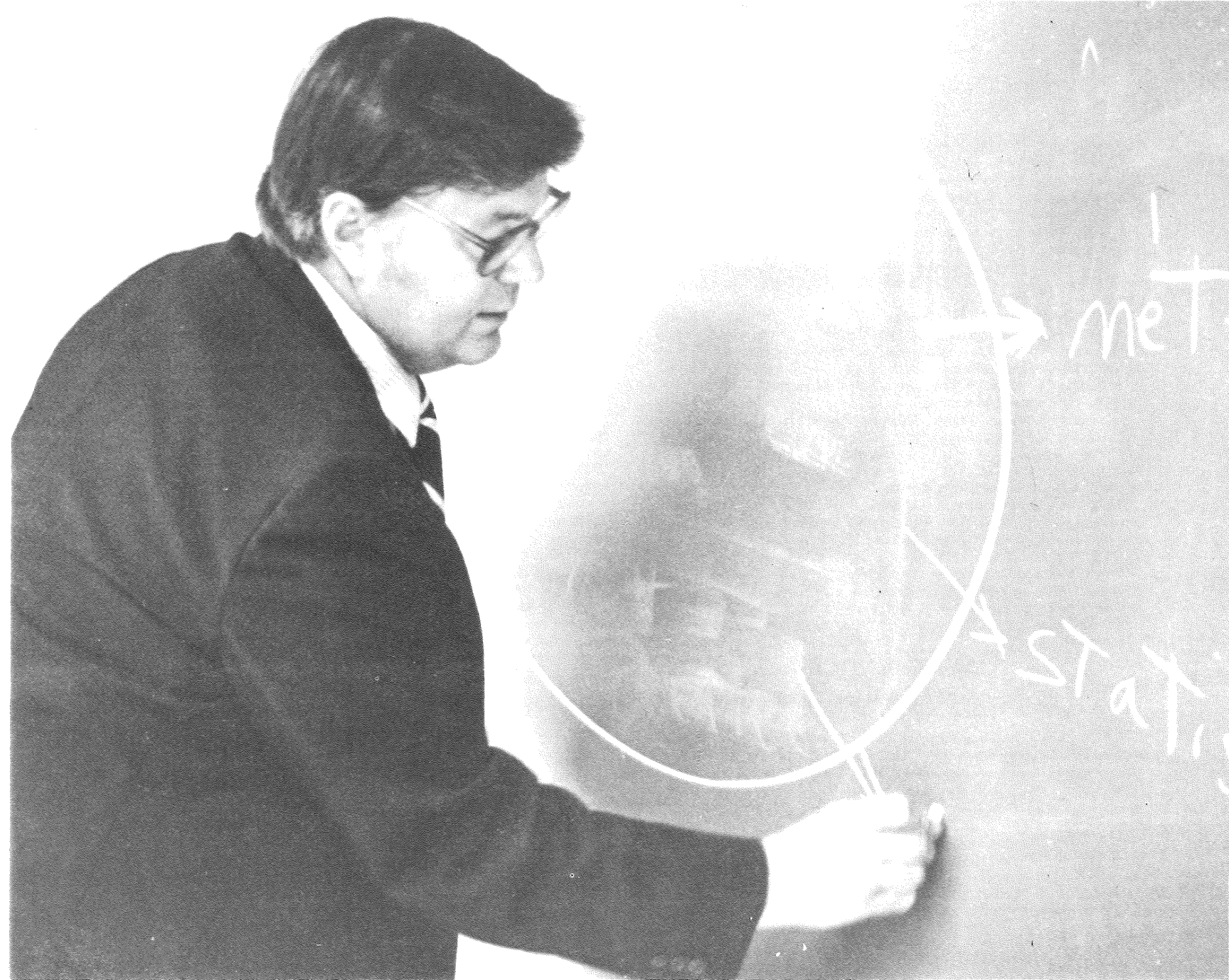
### 71-482 Real Variables 2.5 hours

An introduction to the real number system's algebraic, order, completeness, and cardinality properties; and an introduction to topology of Cartesian spaces, continuity, convergence, limits, differentiability, and integration. This course is designed to enhance the student's understanding of the basic theory of elementary and advanced calculus. *Prerequisite:* 71-389 Advanced Calculus.

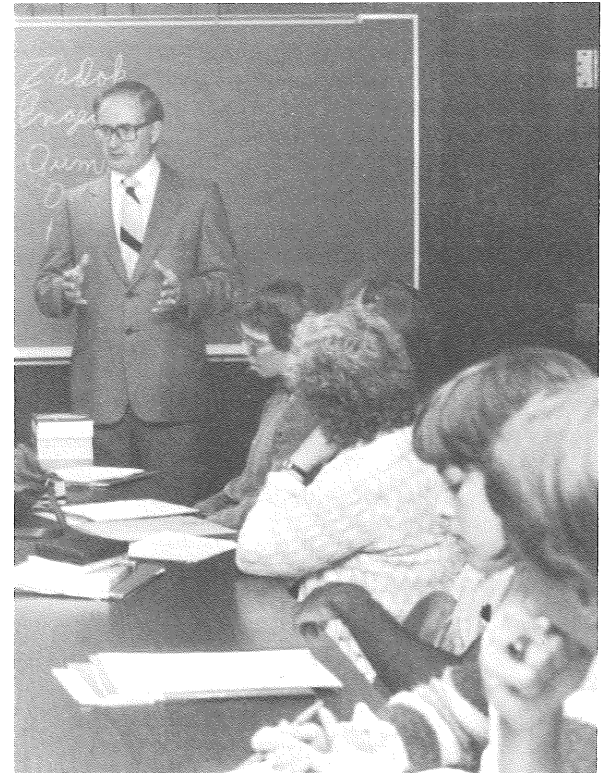
(*Alternate odd years*)

### 71-490 Independent Study in Mathematics 1-4 hours

An opportunity to perform independent research in the various branches of mathematics and allied fields of application. Submission and approval of a research proposal must precede registration. *Prerequisite:* Major in mathematics and permission of research advisor.



## Social Science



*James Mc Goldrick, Ph.D., Professor of History, has authored two books, Luther's English Connection and Crucial Questions in Baptist History.*

*Professors:* James E. McGoldrick, Allen L. Monroe,  
J. Murray Murdoch, *Chairman*  
*Associate Professor:* Joseph G. Halsey  
*Assistant Professors:* Robert G. Parr, Rex M. Rogers  
*Part-time Faculty:* Patricia Bates, Sandra Entner,  
David Haffey, Donald W. Rickard

The curriculum of the Department of Social Science is composed of history, sociology, geography, political science, public administration, and urban studies.

This department seeks to present to the student the origin and development of ideas and institutions; to aid the student in gaining a better perspective of the facts of history, the functions of government, and the nature of an increasingly urbanized society; to provide the student with the prerequisites for responsible civic participation; to expose the student to the complexities of the public sector in modern life and the possibilities of careers in local, state, and national government; acquaint the student with a practical appreciation of the methods and tools of original research; to provide the student with an opportunity to formulate and express the results of investigation and study; and to aid the student in developing a Christian world-and-life view through the integration of Biblical principles with the subject matter of the academic disciplines.

**Requirements for a Major in American Studies.** Sixty-two quarter hours including:

American Studies core requirements	35
Interdisciplinary electives	27
Total	62

*American Studies core requirements.* Thirty-five quarter hours including:

91-111, 91-112 United States History	10
91-250 Introduction to Geography	2
91-251 World Regional Geography – Western Hemisphere	4
91-261 American National Government	5

91-366 History of Political Thought in America	4
91-400 Seminar in History	5
41-337 Contemporary American Literature	5
	35

*American Studies interdisciplinary electives.* Twenty-seven quarter hours selected from two of the following discipline areas:

<b>Biblical Education</b>	
21-220 Introduction to Philosophy	5
21-222 History of Modern Philosophy	5
21-226 Religion and Culture	5
21-240 Evangelism	3
21-423 Contemporary Philosophy	5

<b>Business Administration</b>	
11-231, 11-232 Principles of Economics	8
11-261 Principles of Marketing	4
11-263 Principles of Advertising	4
11-313 Government and Business	4
11-331 Money and Banking	4
11-334 History of Economic Thought	4

<b>Communication Arts</b>	
81-130 Introduction to Broadcasting	5
81-232 Theories of Mass Media	5
81-432 Mass Media Law and Regulation	4

<b>Journalism</b>	
41-221 Principles of Journalism	5
41-223 Advanced Composition	3
41-322 Advanced Journalism	3

<b>Language and Literature</b>	
41-234 Early American Literature	5
41-235 American Romanticism	5
41-236 American Realism and Naturalism	5
41-342 American Novel	5

<b>Music</b>	
51-333 Music History III – Romantic and Modern	4

<b>Psychology</b>	
66-160 General Psychology	5
66-369 Social Psychology	5



Science and Mathematics	
71-200 Environmental Biology . . . . .	5

#### Social Science

All courses which stress an American context.

These electives should be chosen in consultation with the American Studies advisor and should reflect the particular interest of the student.

#### American Studies Curriculum

American Studies major requirements . . . . .	62
General Education requirements . . . . .	49-76
Electives . . . . .	<u>54-81</u>
	192

**Requirements for a Major in Behavioral Science.** A major designed for students interested in individual and group behavior. This area is recommended for students who desire to work with people in the various settings offered by the fields of psychology and social work. See the requirements for the behavioral science major in the Department of Psychology section of the catalog.

**Requirements for a Major in History.** Forty-eight quarter hours including:

91-111, 91-112 United States History . . . . .	10
91-200 Introduction to Historiography . . . . .	4
91-201, 91-202, 91-203 History of Civilization . . . . .	9
91-400, 91-401 Seminar in History . . . . .	5
Elective hours in history including one non-Western course . . . . .	20

#### History Curriculum

History major requirements . . . . .	48
General Education requirements . . . . .	76
Electives . . . . .	<u>68</u>
	192

**Requirements for a Major in Political Science.** Forty-five quarter hours including:

91-260 Methods of Research in Political Science . . . . .	5
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91-261 American National Government . . . . .	5
91-266 International Relations . . . . .	5
91-362 The Supreme Court . . . . .	4
91-405 Great Power Diplomacy in the Modern World . . . . .	5
91-460 Seminar in Political Science . . . . .	5
91-469 History of Political Thought-Modern . . . . .	3
Elective hours in political science . . . . .	13

#### REQUIRED COGNATE:

91-111, 91-112 United States History . . . . .	10
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#### Political Science Curriculum

Political Science major requirements . . . . .	55
General Education requirements . . . . .	76
Electives . . . . .	<u>61</u>
	192

**Requirements for a Major in Prelaw.** Seventy-four to seventy-six quarter hours.

General Education Requirements . . . . .	86
21-101 Old Testament Survey . . . . .	5
21-102 New Testament Survey . . . . .	5
21-230 Theology Survey . . . . .	5
*21-333 Christian Evidences . . . . .	3
21-340 Baptist History . . . . .	3
21- Bible elective . . . . .	3
41-120 Grammar and Syntax . . . . .	5
41-130 Principles of Composition . . . . .	5
81-110 Fundamentals of Speech . . . . .	5
51-140 Introduction to the Humanities . . . . .	5
*41-231 or 41-232 World Literature . . . . .	5
*21-220 Introduction to Philosophy . . . . .	5
*Foreign Language	
61-199 Physical Activity and Christian Living . . . . .	1
61- Physical Education activity course . . . . .	1
61- Physical Education activity course . . . . .	1
71- Biological science course . . . . .	5
71- Physical science course . . . . .	5
*71-184 Introduction to Analysis . . . . .	5
91-100 Foundations of Social Science . . . . .	5
*91-201, 91-202, 91-203 History of Civilization . . . . .	9

Prelaw Major Requirements . . . . . 74-76

Prelaw Core course requirements . . . . . 64

91-111, 91-112 United States History . 10

91-230 Principles of Sociology . . . . . 5

91-260 Methods of Research in  
Political Science . . . . . 5

91-261 American National  
Government . . . . . 5

91-262 American State and Local  
Government . . . . . 5

91-463 American Constitutional Law . 5

91-470 Prelaw Seminar . . . . . 5

11-101, 11-102, 11-103 Principles  
of Accounting . . . . . 10

11-231 Principles of Economics . . . . 4

21-321 Logic . . . . . 5

66-160 General Psychology . . . . . 5

One course from each of the following categories:

*Speech:*

81-210 Advanced Public Speaking . . 5

81-212 Argumentation and Debate . . 4

*English:*

41-223 Advanced Composition . . . . 3

41-302 Creative Writing . . . . . 3

*Social Sciences:*

91-161 Introduction to Public  
Administration . . . . . 4

91-363 The Legislative Process . . . . 4

91-461 Political Dynamics . . . . . 3

91-468 History of Political Thought –  
Ancient . . . . . 3

91-469 History of Political Thought –  
Modern . . . . . 3

Electives . . . . . 30-32

TOTAL . . . . . 192

\*Satisfies Prelaw major requirements

\*\*Two years of one foreign language in high school or one year in college

**Requirements for a Major in Public Administration.** Fifty-nine quarter hours including:

Public Administration core requirements . . . . . 36

Business Administration requirements . . . . . 23  
59

*Public administration core requirements.* Thirty-six quarter hours including:

91-161 Introduction to Public Administration . . . . . 4

91-260 Methods of Research in Political Science . . . . . 5

91-261 American National Government . . . . . 5

91-364 Urban Politics . . . . . 5

91-460 Seminar in Political Science . . . . . 5

91-462 Public Policy . . . . . 4

91-499 Social Science Internship . . . . . 5

91- Social Science elective . . . . . 3  
36

*Business Administration requirements.* Twenty-three quarter hours including:

11-121 Introduction to Data Processing . . . . . 3

11-231 Principles of Economics . . . . . 4

11-251 Principles of Organization and Management . . . . 4

11-313 Government and Business . . . . . 4

11-339 Public Finance . . . . . 4

11-353 Personnel Management . . . . . 4  
23

Students are encouraged to choose electives from among the following courses:

11-211, 11-212 Quantitative Methods . . . . . 8

66-364 Industrial Psychology . . . . . 4

66-369 Social Psychology . . . . . 5

71-384 Probability and Statistics . . . . . 5

81-200 Persuasive Theory . . . . . 5

81-212 Argumentation and Debate . . . . . 4

81-225 Interviewing . . . . . 3

81-323 Organizational Communications . . . . . 3

**Public Administration Curriculum**

Public Administration major requirements . . . . .	59
General Education Requirements . . . . .	81
Electives . . . . .	<u>52</u>
	192

**Requirements for a Major in Social Science.** Seventy quarter hours including:

91-100 Foundations of Social Science . . . . .	5
91-111, 91-112 United States History . . . . .	10
91-201, 91-202, 91-203 History of Civilization . . . . .	9
91-230 Principles of Sociology . . . . .	5
91-261 American National Government . . . . .	5
11-231, 11-232 Principles of Economics . . . . .	8
91-250 Introduction to Geography . . . . .	2
91-251 World Regional Geography–Western Hemisphere . . . . .	4
91-252 World Regional Geography–Eastern Hemisphere . . . . .	4

Additional hours must be taken in one of the following areas of concentration:

History: complete eighteen quarter hours including 91-400, 91-401 History Seminar.

Sociology: complete eighteen quarter hours, including 91-270 Methods of Research in Sociology.

Political Science: complete eighteen quarter hours including 91-260 Methods of Research in Political Science.

**Social Science Curriculum**

Social Science major requirements . . . . .	70
General Education Requirements . . . . .	71
Electives . . . . .	<u>51</u>
	192

**Requirements for a Major in Sociology.** Fifty-one quarter hours including:

91-230 Principles of Sociology . . . . .	5
91-270 Methods of Research in Sociology . . . . .	5
91-273 Social Movements . . . . .	4
91-333 Social Stratification . . . . .	4
91-372 Social Theory . . . . .	5
91-431 Introduction to Social Work . . . . .	5

91-440 Seminar in Sociology . . . . .	5
Elective hours in sociology . . . . .	18
REQUIRED COGNATES:	
91-180 Cultural Anthropology . . . . .	5
66-160 General Psychology . . . . .	5
66-369 Social Psychology . . . . .	4

**Sociology Curriculum**

Sociology major requirements . . . . .	65
General Education Requirements . . . . .	81
Electives . . . . .	<u>46</u>
	192

**Requirements for a Minor in History.** Twenty-three quarter hours including 91-111, 91-112 United States History, 91-200 Introduction to Historiography, 91-201, 91-202, 91-203 History of Civilization.

**Requirements for a Minor in Political Science.** Twenty-four quarter hours including 91-261 American National Government and nineteen hours of electives in political science.

**Requirements for a Minor in Public Administration.** Twenty-four quarter hours including:

91-161 Introduction to Public Administration . . . . .	4
91-260 Methods of Research in Political Science . . . . .	5
91-261 American National Government . . . . .	5
91-462 Public Policy . . . . .	4
11-339 Public Finance . . . . .	4
11-353 Personnel Management . . . . .	4

**Requirements for a Minor in Sociology.** Twenty-four quarter hours including 91-230 Principles of Sociology and nineteen hours of electives in sociology.

**Requirements for a Minor in Urban Studies.** Twenty-eight quarter hours including:

91-250 Introduction to Geography . . . . .	2
91-251 World Geography – West . . . . .	4
91-262 American State and Local Government . . . . .	5
91-364 Urban Politics . . . . .	5
71-200 Environmental Biology . . . . .	5

Two courses selected from:

11-217 Real Estate Principles . . . . .	4
11-218 Real Estate Law . . . . .	4
11-331 Money and Banking . . . . .	4
11-339 Public Finance . . . . .	4
21-220 Introduction to Philosophy . . . . .	5
21-222 History of Modern Philosophy . . . . .	5
21-226 Religion and Culture . . . . .	5
21-240 Evangelism . . . . .	3
21-423 Contemporary Philosophy . . . . .	5
41-337 Contemporary American Literature . . . . .	5
66-369 Social Psychology . . . . .	5
81-232 Theories of the Mass Media . . . . .	5
91-230 Principles of Sociology . . . . .	5
91-264 Problems in American Politics . . . . .	5
91-273 Social Movements . . . . .	4
91-312 History of Recent and Contemporary America . . . . .	4
91-331 Juvenile Delinquency . . . . .	4
91-332 Criminology . . . . .	4
91-333 Social Stratification . . . . .	4
91-366 History of Political Thought in America . . . . .	4
91-461 Political Dynamics . . . . .	3
91-469 History of Political Thought – Modern . . . . .	3

## DEPARTMENTAL COURSES

### 91-100 Foundations of Social Science — A, W, Sp, Su 5 hours

This course is designed to provide the student with a knowledge of some of the basic concepts in sociology, economics, and political science from a Christian-theistic perspective. Required of all students for general education.

### 91-380 Methods of Teaching Social Science — A 3 hours

In this course an emphasis is placed upon the identification, examination, and implementation of the methods and materials which are unique to the teaching of social sciences within both the secular and the Christian secondary school setting.

### 91-381, 91-382, 91-383 Clinical Teaching in the Social Sciences — A, W, Sp 1-3 hours

A practical, on-campus, 1-3 hour credit experience in which a student is assigned to assist a college instructor in preparation for classes and lab-

oratories, classroom and laboratory teaching, grading of reports and examinations, and other teacher responsibilities. A student will be expected to participate for 22 clock hours for each quarter hour of credit. *Prerequisite:* Admission to the Teacher Education Program.

A student may arrange to do any one of the following with the director of this experience in his or her discipline:

1. One 22-hour experience for three different quarters
2. A 44-hour experience for one quarter and a 22-hour experience for another quarter.
3. A 66-hour experience for one quarter.

### 91-470 Prelaw Seminar

Individual projects acquaint the student with legal procedures and research in such areas as briefs and contracts.

### 91-490 through 91-493 Independent Study in Social Science 1-4 hours

*Prerequisite:* Permission of the instructor

91-490 History

91-491 Sociology

91-492 Geography

91-493 Political Science

### 91-499 Social Science Internship 5-15 hours

Majors who participate in government service, historical research, public administration, social work, or other approved activities related to the social sciences may earn up to 15 hours credit. The approval of the department is necessary for any proposed internship.

## ANTHROPOLOGY

### 91-180 Cultural Anthropology — W 5 hours

An analysis of the concept of culture and its importance for the study of man; an examination of various cultures of the world as they relate to technological, economic, social, political, and religious aspects of these cultures.

## GEOGRAPHY

### 91-250 Introduction to Geography — A, Su 2 hours

An introductory study of the discipline of geography and the major elements of the natural environment, with particular emphasis on their effect upon man and his activities.

### 91-251 World Regional Geography—Western Hemisphere — W 4 hours

A survey of various regions in the western world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment. *Prerequisite:* 91-250 Introduction to Geography.

**91-252 World Regional Geography—Eastern Hemisphere — 4 hours**  
A survey of various regions in the eastern world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment.

*Prerequisite:* 91-250 Introduction to Geography.

## HISTORY

**91-104 Modern Britain and the Empire-Commonwealth — A 5 hours**  
A study of the development of Great Britain as a world power and the contributions which she has made to the dispersion of libertarian ideals and institutions around the world since the eighteenth century.

*(Alternate years)*

**91-106 History of Modern Germany — A 4 hours**

A composite examination of the course of German unification under Prussia and Germany's rise to the status of a great world power. Emphasis is given to nineteenth and twentieth century political and intellectual movements.

*(Alternate years)*

**91-108 Russia and the Soviet Union in the Twentieth Century — W 4 hours**

An in-depth analysis of the Soviet Union and its impact upon the contemporary world. The nature of Russian Communism is examined in detail.

*(Alternate years)*

**91-111, 91-112 United States History — A 5 hours each quarter**

An analysis of the development of the United States from the colonial period to the present. Attention is given to the dominant Christian influences that have tended to mold the philosophy and ideology of our cultural, social, and political development.

**91-120 Modern Chinese History — A 3 hours**

A survey of Chinese history and thought in the twentieth century.

**91-200 Introduction to Historiography — Sp 4 hours**

An introduction to the history of historical writing, methods of research, and the philosophy of history. Required of history majors and minors. Should be taken in the sophomore year.

**91-201, 91-202, 91-203 History of Civilization — A, W, Sp 3 hours each quarter**

A study of western civilization. Emphasis is placed on the development of the religious, social, political, economic, and intellectual forces that influenced the formation of the present European states and the role these states have had in the colonization and development of the western hemisphere. Attention is given to the role that Christianity has had in the formulation of present world civilization and culture.

**91-220 A Historical Survey of East Asia — W 3 hours**

A general survey of the political, social, economic, and religious history of China, India, Japan, and Southeast Asia in the twentieth century.

**91-301 Renaissance Europe — W 4 hours**

A study of the cultural and intellectual movements of Italy and Northern Europe in the period 1300-1600. Emphasis is given to noted artists and scholars and their contribution to the modern world-and-life view.

*(Alternate years)*

**91-302 Reformation Europe — Sp 5 hours**

A concentrated investigation of the birth and early growth of Protestantism within the political context of Europe in the period 1500-1650. The role of the major reformers and their contributions to the development of the Christian faith are emphasized.

**91-311 Early American History — A 5 hours**

An analysis of the development of American civilization from colonization to 1820. Political, religious, social, economic, and cultural institutions will be examined. *Prerequisite:* 91-111 United States History or permission of instructor.

**91-312 History of Recent and Contemporary America — W 4 hours**

An intensive study of the domestic and foreign policies of the United States in the twentieth century. Particular emphasis is given to the emergence of the nation as a world power, the progressive movement, World War I, the prosperity decade, the great depression, the New Deal, World War II, and post-war problems. *Prerequisite:* 91-112 United States History or permission of instructor.

*(Alternate years)*

**91-400 and 91-401 Seminars in History 5 hours**

**91-400 Seminar in United States History — Sp**

**91-401 Seminar in European History — Su**

All majors are required to take either 91-400 or 91-401. Each student will prepare a formal monograph. *Prerequisite:* Major or minor in history.

**91-404 History of Christianity: Pre-reformation — A 4 hours**

A survey of ancient and medieval church history, with emphasis given to doctrinal and institutional developments.

**91-405 Great Power Diplomacy in the Modern World — W 5 hours**

An examination of international relations in the era of nationalism, colonialism, revolution, and ideological conflict. Emphasis is given to the origins and development of contemporary world crises.

*(Alternate years)*

**91-411 Interpretations in American History — A 5 hours**

A study of selected historical problems in America. History with the emphasis placed upon new interpretations and their impact.

## POLITICAL SCIENCE

**91-160 Introduction to Political Science — A 4 hours**

Focus on the nature, significance, and function of politics and political systems; why people engage in politics, what people in politics do, and

the relationship between the individual and the political system.

**91-161 Introduction to Public Administration — A 4 hours**

An introduction to public administration both as a discipline and profession including organization theory, budgeting, public policy analysis and evaluation, and public sector administration.

**91-166 Christian Social and Political Responsibility — Sp 4 hours**

An examination of the social and political theory of a broad spectrum within contemporary Christendom, such as Fundamentalists, Evangelicals, Reformed, and others. The course is designed to help Christian laymen be prepared for social and political involvement.

**91-260 Methods of Research in Political Science — Sp 5 hours**

A study of the scope and methods of field research, questionnaire design, and the scientific method applied to political phenomena.

(Alternate years)

**91-261 American National Government — A 5 hours**

An introductory study of the development and structure of the Constitution and the operation of our national political institutions.

**91-262 American State and Local Government — W 5 hours**

The organization and function of states and their political subdivisions form the basis of study in this course.

**91-264 Problems in American Politics — W 5 hours**

An analysis of key issues affecting various levels of government such as busing, desegregation, taxation, and abortion.

**91-266 International Relations — Sp 5 hours**

A survey of contemporary world affairs in relationship to the struggle for power within the nation-state system. Divisive and cohesive factors among nations are stressed.

**91-267 Campaign Politics — A 3 hours**

A study of and practical experience in the art of politics via campaign work, strategies and techniques, opinion polls, and fund-raising.

(Alternate, even years)

**91-361 The American Presidency — A 4 hours**

An overview of the office of the American president, the various responsibilities which he holds, the contrasting theories held in regard to the execution of his office, and a consideration of the increasingly important influence his actions have upon the nation and the rest of the world.

**91-362 The Supreme Court — W 4 hours**

An introductory course to the United States Supreme Court as an institution of lasting permanence within the American governmental structure.

**91-363 The Legislative Process — Sp 4 hours**

An in-depth analysis of the real mechanisms which undergird the role of the Congress of the United States as shown by the current literature and exemplified by present members.

(Alternate years)

**91-364 Urban Politics — A 5 hours**

An examination of the structures, functions, and powers of municipal governments along with an indepth discussion of major socio-economic and political issues associated with local government in America.

**91-366 History of Political Thought in America — W 4 hours**

An introduction to the development of American political thought. May count toward both history and political science major. *Prerequisite:* 91-111, 91-112 United States History (Alternate years)

**91-460 Seminar in Political Science — Sp 5 hours**

Students carry out individual research projects dealing with the study of government and politics from a normative and/or an empirical perspective.

**91-461 Political Dynamics — Sp 3 hours**

An analysis of public opinion, interest groups, political parties, voting behavior; a study of the formation of political attitudes and their impact on the political process. *Prerequisite:* 91-261 American National Government. (Alternate, even years)

**91-462 Public Policy — W 4 hours**

A focus on decision-making, problem-solving, and methods of program analysis. *Prerequisites:* 91-111, 91-112 United States History, 91-161 Introduction to Public Administration, 91-261 American National Government. (Alternate, even years)

**91-463 American Constitutional Law — Sp 5 hours**

An in-depth analysis of some of the classic Supreme Court decisions with their particular relevance to political, social, economic, and spiritual realms of life.

**91-465 Comparative European Government — W 3 hours**

An examination and comparison of the major European governments, such as those of England, France, and Russia, with that of the United States. (Alternate years)

**91-468 History of Political Thought—Ancient — A 3 hours**

A study of early political theory with special attention to Plato, Aristotle, and Augustine. Stress is on the reading and analysis of original texts. (Alternate, odd years)

**91-469 History of Political Thought—Modern — Sp 3 hours**

A historical development of political thought from Machiavelli to the present. An examination of representative contemporary ideas on the nature of the state, anarchism, communism, fascism, socialism, conservatism, and democracy. (Alternate, even years)

## SOCIOLOGY

**91-230 Principles of Sociology — A 5 hours**

An introduction to the concepts of sociology. The structure and processes of social life are studied.



**91-240 Marriage and the Family — A, W, Sp, Su 5 hours**

A study of the scientific knowledge which exists about mate selection, the courtship process, and the adjustment problems of marriage.

**91-242 Human Sexuality — W 3 hours**

A study of Biblical content regarding human sexuality and an analysis of contemporary concepts within a framework of Christian thought.

**91-270 Methods of Research in Sociology — Sp 5 hours**

This course is designed to acquaint the student with the methodology of sociology. Attention is given to the scope and methods of field research, questionnaire design, and the scientific method applied to sociological phenomena. *(Alternate, even years)*

**91-272 Family and Society — W 5 hours**

An examination of marriage and family patterns in various cultures, with emphasis on the relationship of contemporary social movements and the family.

**91-273 Social Movements — Sp 4 hours**

A study of the influence of ideas and institutions upon social movements in America. Satisfies general education requirement in history.

**91-330 History of Social Work 4 hours**

A survey of man's efforts to facilitate human development and to ameliorate adverse social conditions through social work. The emphasis is on the relationship of Christianity to the origin of modern reform movements and social work. *Prerequisite:* 91-230 Principles of Sociology.

**91-331 Juvenile Delinquency — Sp 4 hours**

A study and assessment of causal theory and problems of correction and prevention of delinquency. *Prerequisite:* 91-230 Principles of Sociology.

**91-332 Criminology — W 4 hours**

A study of the nature and causes of crime with emphasis upon methods of prevention and treatment. *Prerequisite:* 91-230 Principles of Sociology.

**91-333 Social Stratification — Sp 4 hours**

A study of the class structure and its implications for American society. *Prerequisite:* 91-230 Principles of Sociology. *(Alternate years)*

**91-334 The Sociology of Religion 4 hours**

The relationship of religion to society, with particular reference to modern society. *(Alternate years)*

**91-372 Social Theory — W 4 hours**

A historical review of major sociological theorists and a critical examination of their theories from a theistic perspective.

**91-373 Social Problems — Sp 5 hours**

A study of selected social problems for the purpose of developing understanding and exploring approaches to the social treatment of these

problems within a theistic framework.

**91-431 Introduction to Social Work — A 5 hours**

A survey study of the nature and function of social work as related to individuals, groups, and communities. *Prerequisite:* 91-230 Principles of Sociology.

**91-432 Social Casework — W 5 hours**

An introduction to the general principles and methods of social casework employed in various types of agencies and organizations.

*Prerequisite:* 91-230 Principles of Sociology.

**91-440 Seminar in Sociology — Sp 5 hours**

A study of sources and methods of sociological research. Each student will prepare a formal monograph.

**91-432 Social Casework — W 5 hours**

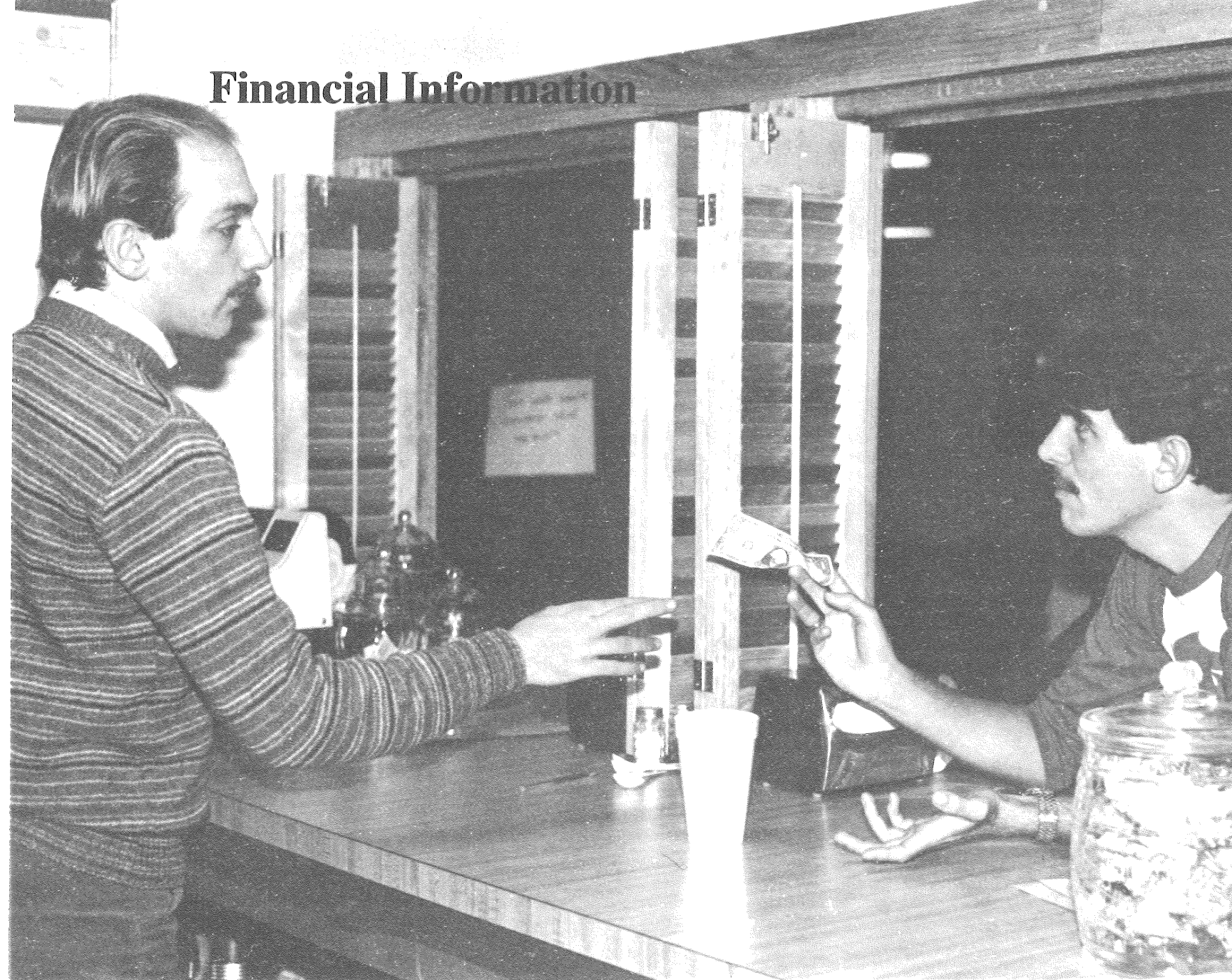
An introduction to the general principles and methods of social casework employed in various types of agencies and organizations.

*Prerequisite:* 91-230 Principles of Sociology.

**91-440 Seminar in Sociology — Sp 5 hours**

A study of sources and methods of sociological research. Each student will prepare a formal monograph.

## Financial Information



# Financial Information

## College Financial Operating Policy

The application fee, tuition, room, board, and other fees are kept as low as possible to be consistent with responsible operation. The revenue from students does not cover the total cost of operation.

The college is partially supported by individuals and churches who desire to have a share in the preparation of young people for effective Christian service as pastors, teachers, missionaries, evangelists, and dedicated Christians in all walks of life. Some funds are received from interested businesses, industries, and foundations.

Student costs, as stated, are subject to change upon reasonable notification by the college.

## Student Costs

### Tuition

Regular Tuition—per quarter hour . . . . . \$ 69.00

Audit Tuition—per quarter hour . . . . . 20.00

### Fees

Application Fee . . . . . 15.00

Readmission Fee—after one year . . . . . 10.00

Board per quarter . . . . . 425.00

Car Registration Fee—per quarter (commuter) . . . . . 4.00

Car Registration Fee—per quarter (resident) . . . . . 8.00

Drop/Add (Course) Fee or Removing Incompletes . . . . . 5.00

Graduation Fee (seniors only) . . . . . 60.00

Health Service and Safety Fee . . . . . 53.50

Hospitalization Insurance (if not waived)

Single student . . . . . est. 35.00

Married student and spouse . . . . . est. 50.00

Married student, spouse, and family . . . . . est. 70.00

Late Registration Fee—per day . . . . . 2.00

Lost Room Key . . . . . 25.00

New Student Orientation

(resident student – fall) . . . . . 35.00

(resident student – winter, spring) . . . . . \$20.00

(commuting student – fall) . . . . . 20.00

(commuting student – winter, spring) . . . . . 10

### Reservation Deposit

(Due by July 15 for continuing students. Due by June 15 for new and returning students entering fall quarter; November 15 and February 15 for new and returning students entering winter or spring quarters. Returning students are those who have been out one or more quarters. Refundable upon request.)

Commuting Student . . . . . 125.00

Resident Student . . . . . 250.00

Room Deposit (refundable upon withdrawal) . . . . . 30.00

Room (per quarter) . . . . . 365.00

Student Services Fee—per quarter

Student taking 12 hours or more . . . . . 42.50

Student taking under 12 hours . . . . . 19.00

Test-out Fee—per quarter hour . . . . . 20.00

Transcript Fee . . . . . 2.00

Broadcast Labs . . . . . 15.00

### Business Fees

11-121 Introduction to Data Processing . . . . . 10.00

11-124 BASIC . . . . . 40.00

11-180 Keyboarding . . . . . 10.00

11-181 Typing . . . . . 15.00

11-182, 11-183 Typing . . . . . 25.00

11-187 Word Processing . . . . . 10.00

11-221 FORTRAN . . . . . 40.00

11-224, 11-225 COBOL I,II . . . . . 40.00

11-288 Information Processing . . . . . 10.00

11-324 Systems Simulation . . . . . 30.00

11-328 Data Base . . . . . 25.00

11-421 Software Development . . . . . 25.00

### Education Fees

31-394 Elementary School Methods I . . . . . 30.00

31-375 Elementary School Methods II . . . . . 30.00

31-100 Introduction to Education . . . . . 45.00

31-317 Methods of Teaching . . . . . 30.00

31-450 Student Teaching Fee . . . . .	110.00
(\$40 due with student teaching application—non-refundable)	
Language and Literature Fee	
41-352 Developmental Reading . . . . .	25.00
Music Fees	
Instrument Rental—per quarter . . . . .	15.00
Music Fee (51-100, 51-101, 51-111, 51-112) . . . . .	15.00
Music Education Fees (51-187, 51-188, 51-191, 51-193 51-194, 51-195, 51-371, 51-372, 51-374) . . . . .	15.00
Senior Recital . . . . .	50.00
Nursing Fees	
Application, Department of Nursing (Sophomore year) . . . . .	25.00
Professional Liability Insurance (Required for juniors and seniors) . . . . .	35.00
Clinical Fees (56-202, 56-302, 56-304, 56-306, 56-402, 56-404, 56-406) . . . . .	30.00
Physical Education Fees	
61-142 Backpacking . . . . .	25.00
61-146 Bowling . . . . .	10.00
61-154 Golf . . . . .	10.00
61-161 Rock Climbing . . . . .	25.00
Swimming, 61-170 through 61-175 . . . . .	10.00
61-240 First Aid and Safety Education . . . . .	5.00
61-351 Care and Conditioning of Athletic Injuries . . . . .	10.00
Psychology Fees	
66-160 General Psychology . . . . .	5.00
66-373 Psychological Research . . . . .	5.00
66-363 Psychological Measurement . . . . .	20.00
66-466 Seminar in Biofeedback . . . . .	20.00
66-467 Seminar in Cognition and Perception . . . . .	15.00
Science Fees (excluding mathematics)	
71-120 Introduction to Computer Programming . . . . .	15.00
Independent Study—per hour . . . . .	5.00
Laboratory courses . . . . .	30.00

*Senior citizens may enroll in courses for credit or no credit on an available space basis at no tuition charge. Student wives may attend classes on an available space basis at no tuition charge.*

## Student Health and Insurance

All students are required to pay the Health and Safety Fee which provides for all of the services of Patterson Clinic, plus group coverage for accidental injuries. The Patterson Clinic brochure explains this coverage in detail.

All students will be charged for group hospitalization insurance coverage unless they have completed and returned the insurance waiver card before the end of registration. Insurance changes for subsequent quarters may be made before registration ends that quarter.

## Student Services Fee

The Student Services fee provides for the following: college newspaper, yearbook, admission to college-sponsored athletic events, artist-lecture programs, intramurals, Student Senate, Christian Service activities, class dues, and other college social activities. Students who enroll in fewer than 12 quarter hours are entitled to all the services except the yearbook.

Special fees imposed by various campus organizations are not included in the above fee schedule.

## Summary of Costs

Estimated basic costs for the academic year of 1984-85 (excluding transportation, personal expenses, books, and laboratory fees):

	Quarter	Year
Tuition (based on 16 quarter hours)	\$1104	\$3312
College Fees (approximate)	130	390
Board (21 meals per week)	425	1275
Room	365	1095
<b>TOTAL</b>	<b>\$2024</b>	<b>\$6072</b>

Other yearly expenses may be estimated as follows: course fees, \$108; books and supplies, \$345; personal expenses, including clothing, laundry, recreation, and personal items, \$660.

(Financial aid may be available to help with college costs. Please see the Financial Aid section of this catalog or contact Cedarville College's Financial Aid Office.)

## Financial Registration Policy

1. All accounts are due at financial registration.
2. Deferred Payment Charge \$25: Automatic for all accounts

- with balance remaining after financial registration.
3. Deferred Payment Plan:  
1/3 down at financial registration  
1/3 second payment—due within four weeks  
1/3 final payment—due within eight weeks and/or two weeks prior to final exams
  4. Late Payment Charge:  
Deferred payment schedules are established as indicated above and are announced each quarter. Students are charged \$10 each time a scheduled payment is not made. These charges are in addition to the initial \$25 deferred payment charge.

Total payment of the college student's bill (for each quarter) is due at the beginning of that quarter no later than 4 p.m. on the final day of financial registration. Financial registration is normally the first two days students are required back on campus for a new quarter. Student aid or scholarships which have been officially reported to the Business Office, by letter or through the college Financial Aid Office, will be deducted from the total due. This applies only to types of aid which are paid directly to Cedarville College.

*Consider Before Registration:* A student's registration for college classes is his or her obligation and commitment to pay for the related charges as stated in the college catalog. The use of the college's Deferred Payment Plan constitutes a debt obligation of the student to the college, payable in installments as stated. *Therefore*, it is very important that you as parent or student consider and understand the full cost and obligation to which you are committing yourself.

The testimony of Cedarville College depends upon the power and grace of our Lord Jesus Christ and on all those who are committed to the college. This includes financial obligations as well as spiritual commitments.

No student will be allowed to begin the next quarter, receive grade reports of transcripts, or graduate with an unpaid account at the college. A charge of 1% monthly will be assessed overdue accounts.

**NOTICE:** Statements of account are normally given to students monthly. Prior to the fall quarter a statement will be mailed to each preregistered student's home address. All students are encouraged to pay tuition and fees by mail prior to the beginning of each quarter.

### **Prepayment Incentive Credit Plan**

Students may prepay their college costs and earn a prepayment credit on their accounts. This is optional for any accepted or currently enrolled student. Prepayments can be made monthly, quarterly, or annually. All prepayments are immediately credited to the student's account.

At the end of each month, the credit balance in a student's account in excess of \$500 which has been on deposit for 30 days, will earn a prepayment credit. The current annual rate is 8%; the current monthly credit allowed is .677%. These earnings will be credited to the account and compounded monthly. This rate is subject to change each year.

Students may make withdrawals from a credit balance on their account. Bookstore purchases can be charged against a credit balance. Any credit balance will be refunded upon request. The student's monthly statement will show the amount of prepayment credit earned that month and the total amount of prepayment to date.

### **Veterans Training Benefits and Dependents Educational Assistance**

Cedarville College is approved under Title 38, Chapters 31, 32, 34, and 35, U.S. Code for education of veterans and their dependents.

Students under Chapters 32, 34 and 35 are required to pay the school for all charges. The Veterans Administration in turn pays them a monthly allowance based upon their training load. Veterans under Chapter 31 are paid a monthly allowance and the Veterans Administration pays the school for tuition fees, books, and supplies.

Inquiries concerning eligibility should be directed to the Con-

tact Office of a Veterans Administration Regional Office. Students planning to study under one of the education laws should receive approval prior to enrolling. A Veterans Administration training officer will contact the college in the disabled cases to accomplish this requirement for the student.

### **Deferred Payment Plan for Veterans**

For Option Deferred Payment Plan for Veterans (under chapters 31, 32, 34, and 35) receiving the Educational Assistance Allowances, consult Office of Academic Records.

Payments by veterans receiving their Educational Assistance Allowance checks one month behind will be as follows, with deferred payment charge of \$25 still in effect.

FALL QUARTER:	1/3 down by 11/5 2/3 paid by 12/5 Complete payment by 1/5
WINTER QUARTER:	1/3 down by 2/5 2/3 down by 3/5 Complete payment by 4/6*
SPRING QUARTER:	1/3 down by 4/6* 2/3 paid by 5/5 Complete payment by 6/5

Late payment charge of \$10 is applicable for third payment each quarter after the above stated dates.

Veterans receive eight monthly VA checks, which must pay for nine deferred payments on the three-quarter system.

\*Two payments are due on the same date.

### **Withdrawal Refunds**

#### **Tuition and Science Laboratory Fees**

Students withdrawing from the college before the end of a quarter may request a refund from the Business Office. Refunds may be requested anytime after the beginning of a quarter. The effective date of the withdrawal is the date the withdrawal form is received in the Academic Records Office.

Processing of refunds will begin the third week of the quarter. Tuition and science laboratory fee refunds for withdrawal are

granted on this schedule:

First two days of the quarter . . . . .	100%
First full calendar week or less . . . . .	90%
Second full calendar week or less . . . . .	75%
Third full calendar week or less . . . . .	50%
Fourth full calendar week or less . . . . .	25%
Over four full calendar weeks . . . . .	No Refund

Course offerings changed or deleted by the college entitle a student to a full refund of tuition and related course fees. Students withdrawing from a course or courses will be granted full tuition refunds to apply toward courses added. If the new total hours are fewer than the original total, the above refund schedule will apply.

### **Other Fees**

All other fees are not refundable except for withdrawal within the first two days of the quarter.

### **Board**

Board charges will be refunded on a proportionate weekly basis. Board weeks begin on Sunday and end Saturday. Board refunds are computed based on the last day of residency.

### **Room**

Rooms are reserved for each student for an entire quarter. No refund of room rent is made except in cases of severe illness or incapacity. Written confirmation of the illness or incapacity must be provided by the Director of Health Service or a physician. Room rent will then be refunded on a proportionate basis.

## **Financial Aid**

### **General Information**

Cedarville College has a broad program of financial aid to assist students who are accepted for admission and who demonstrate a need for such help. All grants and awards are made through the Financial Aid Office of Cedarville College. There are limited endowment funds in varying amounts. These funds have been contributed by individual donors. They are gift awards and are awarded based on need and the conditions stipulated by the donor.



All financial aid, with few exceptions, is based on need as verified by the Financial Aid Form (FAF) of the College Scholarship Service. For entering students, this form is available in high school guidance offices. Students enrolled at Cedarville College may pick up this form from the college Financial Aid Office. The Financial Aid Form (FAF) and a Cedarville College Application for Financial Aid (CAF) which is available by request from the college Financial Aid Office must be submitted each year for all individuals applying for financial aid. The Financial Aid Form (FAF) should be submitted to the College Scholarship Service by February 1, but not before January 1 of the academic school year for which aid is being requested.

Cedarville College accepts the premise that the primary responsibility for financing a college education rests with the student and his family. Aid which Cedarville College is able to extend through work opportunities, scholarships, grants, and loans is viewed as supplementary to what the student and his family can provide. Students requiring assistance are expected to carry some of the financial responsibility in the form of loans, personal savings, summer earnings, part-time work, or a combination of these self-helps. It is assumed that education has a high priority in family affairs and that the children will share in implementing this priority.

Assistance received at any time from sources other than Cedarville College must be reported to the Director of Financial Aid as a part of the student's financial resources. Assistance of this nature will be considered in making appropriate revisions of aid offered by Cedarville College.

Financial assistance is awarded for one year only, but may be applied for on a yearly basis. The applicant must continue to meet the qualifications outlined in the financial aid agreement. A notification of an award is mailed to prospective students as soon as possible after admission to Cedarville College. That amount of assistance awarded is stated on the form, and the student indicates acceptance of the award by signing a copy of the form and returning it to the Financial Aid Office.

Students are encouraged to repay scholarships or Cedarville College grants when and if they are able, thus providing similar benefits for future students. Such repayment is not obligatory.

Cedarville College reserves the right to revoke any grant or scholarship in the case of a student who violates the rules of the college.

Cedarville College reserves the right to withhold student transcripts for nonpayment of school accounts, loans directly related to educational expenses, and overpayments of any federal or state funds.

Students are required to maintain satisfactory academic progress in order to receive or continue to receive financial aid. For additional information, contact the Financial Aid Office.

### **Scholarships**

Academic scholarships are available to students who have demonstrated scholastic ability and a definite financial need. These scholarships range from \$250 to \$1500 in amount and also may provide an opportunity of employment with the college.

Scholarships are awarded on an annual basis and require a minimum cumulative academic average of 3.25 for upperclassmen. Freshman scholarship awards are based on high school rank, academic average (minimum of 3.25) and ACT or SAT scores. Christian character, service, and cooperation are also considered in making these scholarship awards.

### **Athletic Grants**

Athletic grants-in-aid are available for qualified athletes. Inquiries should be addressed to the athletic director.

### **Ohio Instructional Grants**

Students who are residents of Ohio may be eligible for an Ohio Instructional Grant. The high school guidance counselor or the director of financial aid can supply the details on qualifications and application procedures.

### **Supplemental Educational Opportunity Grants**

The federal government, through the United States Office of Education, provides funds for a limited number of students with financial need who require these grants to attend college, and who show academic or creative promise. The amount of financial assistance a student may receive under a Supplemental Educational Opportunity Grant depends upon his need, taking into account his financial resources, those of his parents, and the cost of attending Cedarville.

### **PELL Grants**

A student who is a United States citizen, or who is in the United States for other than a temporary purpose and intends to become a permanent resident, or who is a permanent resident of the Trust Territories of the Pacific Islands or of the Northern Mariana Islands, may be eligible for a federal grant under an entitlement grant program sponsored by the federal government through the Office of Education. Students may see their high school guidance counselors or write the financial aid director for additional information.

As of January 1, 1978, application for this grant can be made through the Financial Aid Form (FAF) or by submitting a separate PELL Grant application. All students with financial need are encouraged to apply for this grant, preferably by using the Financial Aid Form (FAF).

### **The Ohio Academic Scholarship Program**

A \$1000 scholarship is awarded to the top graduating senior in each Ohio high school. The student is chosen according to his G.P.A. and scores on the ACT, and must attend an eligible Ohio college or university. If the top student chooses not to attend an Ohio institution, the scholarship is awarded to the next highest student in the graduating class. The scholarship is renewable each year providing the student remains full time and is making satisfactory academic progress. One thousand of these scholarships are awarded each year. For more information, contact your high school counselor.

### **The Ohio War Orphans Scholarship**

This scholarship is awarded to students who are the children of deceased or disabled veterans. The student must be enrolled full time and be making satisfactory academic progress. For more information, contact the Ohio Board of Regents, Student Assistant Office, Ohio War Orphans Scholarship, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.

### **The Ohio Air National Guard Tuition Assistance Program**

This program assists Ohio National Guard members who are full time students, at least 17 years old, and enlisted for a period of six years. Up to twelve quarters of instructional and general fees will be paid for the student. After basic and specialty training, guardsmen meet one weekend a month and two weeks during each summer. In addition to the tuition assistance, the time spent on duty is paid according to rank. Both men and women are accepted into this program, and proof of financial need is not a requirement. For more information call collect (513) 323-6704 or write to: Ohio National Guard, Educational Opportunities, 2825 W. Granville Rd., Worthington, OH 43085.

### **United States Military Scholarships**

**Army.** Two-, three-, and three-and-a-half-year scholarships are available for students who enroll in Army ROTC. These scholarships pay all tuition, fees, and books, plus \$100 per month for 10 school months per year. Additional information may be obtained by contacting the Professor of Military Science, Central State University, Wilberforce, OH 45384, or by calling (513) 376-6382 or (513) 376-6279.

United States Army National Guard Scholarships, which pay up to \$1000 per school year, are available for those who qualify. Additional information pertaining to these scholarships is available from the Professor of Military Science, Central State University.

**Air Force.** Air Force ROTC scholarships paying for the cost of tuition, fees, textbooks, and a \$100 monthly allowance are available to students who demonstrate academic and leadership potential.

Students interested in Air Force ROTC should contact the Department of Aerospace Studies, Wright State University, Dayton, OH 45435, phone: (513) 873-2730.

### **Special Institutional Grant and Scholarship Funds**

Alumni and other people who have a special interest in the growth and progress of Cedarville College have generously donated funds to help defray educational expenses of students who have special and exceptional financial needs. These funds, which are listed below, are under the control of the director of financial aid. He will determine who is eligible and the award that will be provided according to specific guidelines for each fund.

1. **Alumni Scholarship and Grant Endowment Fund**

The alumni of Cedarville College established this fund to generate interest which is awarded as scholarships to Cedarville College students without regard to demonstrated financial need.

2. **John W. Bickett Heritage Fund**

Established by the Heritage Alumni and named for Reverend John Wilson Bickett who was the first member of the first graduating class in 1897 to receive his diploma. It is the desire of alumni to remember the early graduates who helped lay the foundation of the college. The fund is designed to assist junior or senior students preparing for pastoral or missionary service and planning to further their education in seminary or language studies.

3. **Minor and Bernice Cross Scholarship Fund**

Income earned shall be used for scholarships to be awarded to Cedarville College students based on demonstrated financial need and donor stipulations.

4. **The First Baptist Church of Findlay, Ohio, Scholarship Fund**

Established to assist students of this church to attend Cedarville College. Others may be considered for this award should no qualified students from the church enroll.

5. **Peter F. and Anne E. Guenther Scholarship Fund**

Established in memory of Peter F. Guenther. Funds are available for eligible students who are preparing for full-time service in the Baptist ministry and who have demonstrated financial need.

6. **Helping-Hand Endowed Fund**

Established by Miss Mabel Irvin Walker. Its purpose is to use the interest income for scholarships to be given to deserving and needy students.

7. **William and Cora Norman Henry Memorial Scholarship Fund**

Established by Geraldine Henry in memory of her mother and father. This is an endowed fund for the purpose of aiding full-time students who can demonstrate financial need and meet donor stipulations.

8. **Harold P. "Howdy" House Memorial Scholarship Fund**

The income from this fund shall be used as a scholarship awarded annually to a full-time Cedarville College student who can demonstrate financial need and donor stipulations.

9. **Robert L. Hutchinson Memorial Fellowship Fund**

Established in memory of Robert L. Hutchinson. Its purpose is to provide an annual scholarship to a student preparing for full-time foreign missionary service and who has demonstrated financial need.

10. **Ruby Jeremiah Scholarship Fund**

Established by the faculty women of Cedarville College in appreciation of the years of loyal and devoted service which the Jeremiahs have given to the college, its students, faculty, and staff. Its purpose is to provide an annual scholarship of \$1000 to an eligible woman student selected by the scholarship committee.

11. **William M. Junk and Frances Smith Junk Grant**

Established by Mr. and Mrs. William M. Junk for the purpose of providing a one-time grant to a freshman student who has sufficient ability to be enrolled and to maintain academic progress according to the standards of Cedarville College. The student must demonstrate exceptional financial need.

12. **Dr. and Mrs. R. G. Kennedy Scholarship Fund**

Established out of concern for enlarging Christian service opportunities. An annual grant will be awarded to one or more

students preparing for areas of Christian service and who have demonstrated financial need.

13. **Kimberly Kerr Scholarship Fund**

Established in memory of Kimberly Kerr, class of 1975. This endowed fund provides scholarships to junior or senior nursing students based on demonstrated financial need and scholastic achievement.

14. **Nursing Scholarship Fund**

Established by Christian nurse friends of Cedarville College. Recipients will be selected by the nursing faculty based on need, academic progress, and potential for Christian leadership in nursing.

15. **The Pleasant View Baptist Church of Wren, Ohio, Scholarship Fund**

Established to assist students from this local church. Should no students from the church be enrolled or otherwise not qualified, others may be considered.

16. **Rife Scholarship Fund**

Established by Mrs. Ralph Rife and children as an endowed fund of which the income is to be awarded to deserving students based on demonstrated financial need and donor stipulations.

17. **The Jean Scott Memorial Scholarship Fund**

Established by O. B. Scott in loving memory of his wife of 32 years. Awards will be made to continuing students who are pursuing a course of study with the intent of becoming missionaries. Minimum G.P.A. required for consideration is 2.5.

18. **Andrew Smith Memorial Scholarship Fund**

Established in honor of Andrew Smith, the son of Mr. and Mrs. Roger Smith. Its purpose is to help handicapped students, wards of institutions such as the Baptist Children's Home in Valparaiso, Indiana, and orphans.

19. **The David W. Stahl Memorial Scholarship Fund**

Will be given annually to a student with a sophomore ranking who is pursuing a music major. Minimum G.P.A. to be considered for this award is 3.0.

20. **Esther Stone Trust Fund**

Proceeds from this fund are used for scholarships to pre-ministerial or ministerial students. Awards will be based on

moral character, academic potential, and demonstrated financial need.

21. **Student Body Loan and Grant Fund**

Established by the student body to give assistance to qualified students with financial need.

22. **Rev. and Mrs. Earl V. Willetts Endowed Grant Fund**

Established by family and friends of the Willetts in honor of their fiftieth wedding anniversary and their many years of service to Cedarville College. Interest from the fund generates scholarships in their honor for students in good standing and with financial need.

## **Student Employment College Work Study**

This program is designed to provide work opportunities available to college students. It is a federally-funded program. Students in this program may qualify for up to ten (10) hours a week during the academic year. All work assignments are made by the Financial Aid Office. Actual hiring is done by the department supervisors who will employ the students.

Although not able to guarantee employment, Cedarville College assists needy students by recommending them for part-time employment, both on the campus and in surrounding communities. Students are employed in various part-time jobs on campus such as maintenance, cafeteria, housekeeping, and laboratory, library, and office assistants.

Part-time work is important not only for financial assistance but also for providing practical job training for the student. The experience gained from these jobs is useful when the student leaves the college to apply for full-time employment.

Although part-time student employment is not restricted to upperclassmen, freshmen should work only in the case of necessity. At least the first quarter of the freshman year should be devoted to study and adjustment to college life.

## **Loan Funds**

### **Federally Insured Student Loans**

Loans are available to Cedarville College students through the United Student Aid Funds, Inc., and most state-guaranteed loan programs. These loan programs are arranged through local banks, savings and loan associations, credit unions, pension funds, and insurance companies for nominal, specified interest rates and are repayable beginning the seventh month after graduation. The listing of Cedarville College in the Directory of Higher Education published by the United States Department of Education makes available the payment of interest by the federal government on eligible loans secured through the lending institutions listed above under the various state, federal, or private loan programs.

### **Other Educational Loans**

Loans may be available through local banks or specific organizations. High school guidance counselors can provide information concerning many of these loan programs. Farm children can arrange educational loans through their local Production Credit Association Office.

The director of financial aid can supply additional information concerning the above loan opportunities.

### **National Direct Student Loans**

National Direct Student Loans are available through the college to students who are citizens of the United States and who can demonstrate financial need to meet educational expenses. Detailed information and application forms are available from the director of financial aid.

The National Direct Student Loan Program (NDSL) was established to help students pursue their courses of study at their chosen institutions of higher education. A student is eligible if he is: (1) a national of the United States, in the United States for other than a temporary purpose and intends to become a permanent resident thereof, a permanent resident of the Trust Territory of the Pacific Islands, or the Northern Mariana Islands; (2) in need of the

amount of the loan to pursue a course of study at an eligible institution; (3) capable, in the opinion of the institution, of maintaining good standing in such course of study; and (4) accepted for enrollment as at least a half-time undergraduate student. Continuing students must be in good standing and enrolled as at least a half-time undergraduate.

The statute governing the NDSL program does not restrict the amount which may be granted per academic year. However, the aggregate of all loans for all years from the NDSL funds may not exceed: (1) \$10,000 in the case of any graduate or professional student, including any loans from such funds made to such person before he or she became a graduate or professional student; (2) \$6000 in the case of a student who has successfully completed two academic years of a program of education leading to a bachelor's degree, but who has not completed the work necessary for such a degree, including any loans from such made to that person before he or she became such a student; and (3) \$3000 in the case of any student who has not completed two academic years of a program of education leading to a bachelor's degree.

Repayment begins six months after graduation or when a student leaves school for other reasons. One may have up to 10 years to pay back the loan, depending upon the aggregate amount borrowed. During the repayment period, the borrower will be assessed five percent interest on the unpaid balance of the loan principal.

No payments are required for up to three years while one is serving in the Armed Forces, Peace Corps, Vista, or other areas of special service.

The director of financial aid will explain to the student applicant about loan cancellation provisions for borrowers who go into certain fields of teaching or specified military duty.

### **Cedarville College Student Loans**

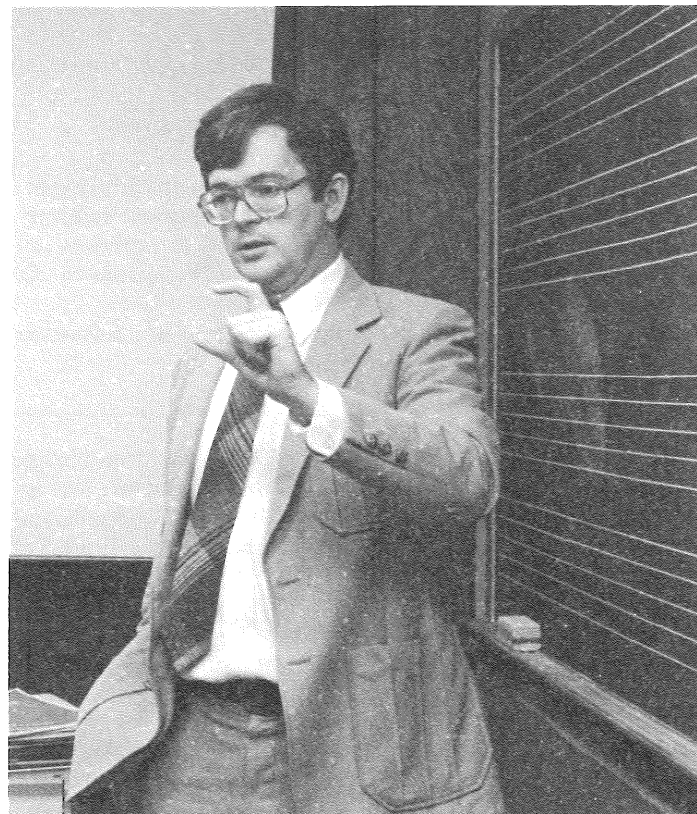
1. **The Bancroft Loan Fund** was established to assist missionary students. Loans are available without interest to eligible students who are planning to serve in some aspect of missionary service.

2. **The James Bucholtz Memorial Loan Fund** was established by the parents in memory of their son. The maximum loan available is \$1000 to eligible students.
3. **The Jo Anne Buschmann Memorial Loan Fund** was established by the parents in memory of their daughter. The maximum loan available is \$1000 to eligible students who demonstrate academic achievement, special need, and dedicated Christian service.
4. **The Jonathan Edward Clater Memorial Loan Fund** was established by the direction of Mr. Clater. This fund is for eligible students whose education would be interrupted because of special financial crisis.
5. **The Fullerton Music Student Loan Fund** is for eligible music majors chosen by the music department and the financial aid office. No interest is charged during the loan period.
6. **The Gale Memorial Loan Fund** was established by Mr. Ralph B. Gale, a former faculty member in honor of his wife. Its purpose is to help eligible, needy students on a short term basis.
7. **The Kemp Loan Fund** was established by a former financial aid office secretary. The funds are available on request for eligible students over a period of 15-30 days.
8. **The Polly Leunk Memorial Loan Fund** is for students who are unable to obtain funds through other sources. The maximum loan available to eligible students is \$500.
9. **The Frances McChesney Memorial Loan Fund** was established by the Cedarville College alumni prior to 1952. Funds are loaned to any eligible, deserving Greene County student attending Cedarville College.
10. **The Miter Loan Fund** was established by a donor friend of Cedarville College who is interested in helping eligible, needy students.
11. **The Science Loan Fund** was established by the science department to provide aid to eligible science majors who demonstrate financial aid.
12. **The Student Body Loan and Grant Fund** was established by the Class of 1972. This unique loan fund has two purposes: first, to provide loan funds to eligible, needy students at a nominal interest rate; and second, to allocate all earned

interest to a grant program available to students who meet the qualifying criteria.

13. **The Student Emergency Fund** was established for the express purpose of providing help to students who are faced with emergencies that were not anticipated, i.e., illness or death in the immediate family, etc. All assistance is on a short term loan basis.

Information on all loan opportunities may be obtained from the financial aid office.





## Student Rights

1. You have the right to know what financial aid programs are available at your school.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. You have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
4. You have the right to know how your financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal, and miscellaneous expenses, etc., are considered in your budget.
5. You have the right to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
6. You have the right to know how much of your financial need as determined by the institution has been met.
7. You have the right to request an explanation of the various programs in your student aid package.
8. You have the right to know your school's refund policy.

## Student Responsibilities

1. You must complete all application forms accurately and submit them on time to the right place.
2. You must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
3. You must return all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application.
4. You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
5. You must accept responsibility for all agreements that you sign.
6. You must perform the work agreed upon in accepting a College Employment award.
7. You must be aware of and comply with the deadlines for application or reapplication for aid.
8. You should be aware of your school's refund procedures.
9. All schools must provide information to prospective students about the school's programs and performance. You should consider this information carefully before deciding to attend a school.

## **Board of Trustees**

Cedarville College is governed by an autonomous, self-perpetuating board of trustees. Board members are selected for three-year terms, and one-third of the board members are eligible for re-election each year. The executive committee of the board consists of the chairman, vice-chairman, secretary, treasurer, and the president of the college.

The board meets quarterly in January, April, June, and October.

Paul H. Dixon, D.D., President; Cedarville, Ohio  
Donald Tyler, D.D. (1985), Chairman; Brownsburg, Indiana  
George Engelmann (1986), Vice Chairman; Burton, Michigan  
Lawrence Fetzner, Th.M. (1986), Secretary; Dayton, Ohio  
J. Dale Murphy (1985), Treasurer; Waterloo, Iowa

### **Term of Office Ending June, 1984**

Francis Bresson, B.A., Sussex, Wisconsin  
Jack Cline, Ph.D., Rockbridge, Ohio  
J. Don Jennings, D.D., Tacoma, Washington  
George O'Bryon, Eldora, Iowa  
Lynn E. Rogers, B.A., Northfield, Ohio  
Paul Tassell, Ph.D., Schaumburg, Illinois  
Earl Willetts, Berea, Ohio

### **Term of Office Ending June, 1985**

Eugene Apple, Ph.D., Cleveland, Ohio  
Galen Call, B.R.E., Edina, Minnesota  
Roy Guenin, Memphis, Tennessee  
C. E. Gene Miller, Allegan, Michigan  
J. Dale Murphy, Waterloo, Iowa  
Irwin Olson, Th.B., Indianapolis, Indiana  
Gerald V. Smelser, D.D., Kidron, Ohio  
Donald Tyler, D.D., Brownsburg, Indiana  
Paul C. Vernier, M.D., Fairborn, Ohio

### **Term of Office Ending June, 1986**

William A. Brock, D.D., Columbus, Ohio  
Gilbert Brueckner, Menomonee Falls, Wisconsin  
James B. Carraher, J.D., Toledo, Ohio  
John Draxler, M.B.A., North Royalton, Ohio  
George Engelmann, Burton, Michigan  
Lawrence Fetzner, Th.M., Dayton, Ohio  
Jack W. Jacobs, Th.D., Waterloo, Iowa  
Robert Sumner, D.D., Murfreesboro, Tennessee  
Earl Umbaugh, M.Div., Port Charlotte, Florida

### **Emeriti**

Charles A. Barth, Poland, Ohio  
Rudy Bedford, B.S., Toledo, Ohio\*  
Arthur W. Dyke, Elyria, Ohio  
James T. Jeremiah, D.D., Cedarville, Ohio  
William Patterson, Cleveland, Ohio  
\*deceased

## DOCTRINAL STATEMENT

1. We believe in the Scriptures of the Old and New Testament as verbally inspired by God and inerrant in the original writings, and that they are of supreme and final authority in faith and life.
2. We believe in one God eternal, omnipotent, omniscient, and omnipresent, manifesting Himself in Three Persons—Father, Son, and Holy Spirit—one in nature, attributes, power, and glory. Gen. 1:1,26; Prov. 30:4; Mark 12:29; Matt. 28:19; II Cor. 13:14; John 1:1-4; Acts 5:3,4.
3. We believe that the Lord Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and that He is true God and true man. Matt. 1:18-25; Luke 1:26-35; Philipians 2:6-11.
4. We believe in the literal account of creation and that the Scriptures clearly and distinctly teach that the creation of man lies in the special, immediate, and formative acts of God; that man sinned and thereby incurred not only physical death but also that spiritual death which is separation from God; and that all human beings are born with a sinful nature and, in the case of those who reach moral responsibility, become sinners in thought, word, and deed. Gen. 1:26,27; 2:7-9, 2:16,17; 3:1-19; Psa. 51:5; 58:3; Rom. 5:12; Eph. 2:1-3.
5. We believe that the Lord Jesus Christ died for our sins according to the Scriptures as a representative and substitutionary sacrifice and rose again for our justification; and that all who believe in Him are justified on the basis of His shed blood and are saved by grace through faith wholly apart from human merit and works. Acts 13:38,39; 16:31; Rom. 3:21-28; Eph. 2:8-10; Titus 3:3-8.
6. We believe that all who receive by faith the Lord Jesus are born again by the Holy Spirit through the Word of God and thereby become the children of God. John 3:3-16; 1:12,13; 5:24; 10:28,29; I Peter 1:23; II Peter 1:4-11.
7. We believe that the Holy Spirit is a Divine Person—the administrator of the Godhead—convicting of sin; revealing Christ; teaching truth; restraining evil; energizing believers in prayer, worship and service, and is ever present in the believer as Comforter and Helper. Psa. 139:7-12; John 14:16,17; 15:26; 16:13,24; Rom. 8:9; I Cor. 6:19; II Thess. 2:7.
8. We believe in the resurrection of the crucified body of our Lord, His ascension into Heaven, His present life there as our High Priest and Advocate, and His personal, bodily, visible, premillennial return to establish His Kingdom on earth and to reign as the only Potentate, the King of Kings, and Lord of Lords. Luke 24:36-43; John 20:24-29; Acts 1:9-11; I Cor. 15:25; I Tim. 6:14; Rev. 1:5-7; 19:11-16; 20:6.
9. We believe that at any moment the rapture of the saved may occur, when “the Lord shall descend from Heaven” to catch up His people to meet Him in the air, and “so shall we ever be with the Lord.” John 14:1-3; I Thess. 4:13-18; I Cor. 15:51-58.
10. We believe in the bodily resurrection of all the dead—the saved to a life of eternal glory and bliss in Heaven with God; the unsaved to eternal judgment of conscious suffering and woe in the lake of fire. John 5:28; Rev. 20:6, 11-15; 21:1-8; Matt. 10:28; 18:8,9; 25:41,46; Mark 9:43-49; II Thess. 1:6-9.
11. We believe in personal separation from all practices and influences which hinder a Spirit-filled life. We believe in ecclesiastical separation from all forms of apostasy. This we believe necessary as the only Scriptural basis for a happy and useful Christian life. Rom. 12:1; Jas. 4:4; I John 2:15-17; II Cor. 6:14; 7:1; Col. 3:1-17; Rom. 6:1-14; Gal. 5:16-25.
12. We believe that it is the privilege and responsibility of every believer to be a personal soul winner and to do his utmost to give the Gospel of Christ to the whole world. Mark 16:15; Acts 1:8; John 17:18; 20:21; II Cor. 5:20.
13. We believe that the true, universal Church includes all believers in Christ during this present dispensation and is the body and bride of Christ of which He is the Head. Matt. 16:18; Acts 2:1-13; 14:27; 15:14; I Cor. 12:12-28; Eph. 1:22,23; 2:15,16; 5:24-32. We believe that the local church is a congregation of immersed believers associated by covenant,

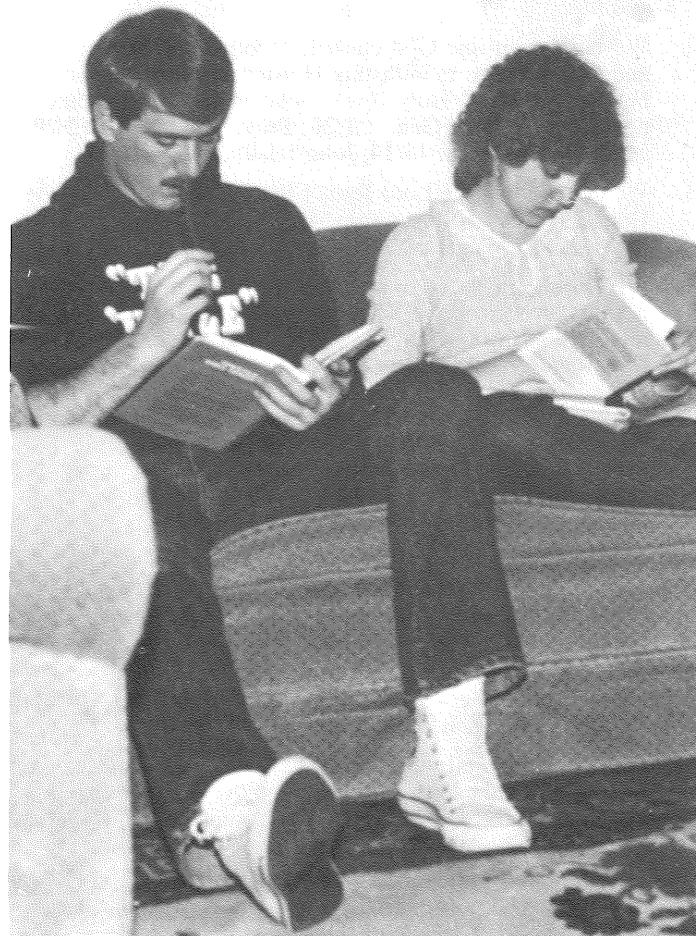
observing the ordinances of Christ, exercising the gifts, privileges, and responsibilities given in the New Testament, and following a democratic and congregational type of government. Matt. 18:15-17; I Cor. 1:2; 7:17; 11:16; I Tim. 3:1-15.

14. We believe that there are two church ordinances: Baptism and the Lord's Supper. Baptism is the immersion of a believer in water to show forth in a solemn and beautiful emblem our faith in the crucified, buried, and risen Savior, and our death to sin and resurrection to a new life, and that it is prerequisite to local church relation. The Lord's Supper is a memorial service commemorating His death until He comes and should be preceded by believer's baptism and solemn self-examination. Matt. 28:19,20; Acts 8:36-39; 18:8; Rom. 6:3-5; Col. 2:12; I Cor. 11:23-32.

## STANDARD OF CONDUCT

We believe that the Scriptures clearly delineate principles which govern Christian conduct; that these principles include deference toward weaker brethren. Our behavior should not hinder the faith of other believers, doing only those things which will glorify God and which will edify both the individual and the group. While having an appropriate testimony before unbelievers, we should avoid close liaisons with the unbelievers.

We believe that for the sake of Christian testimony and the achievement of college purposes, we must abstain from the use of alcoholic beverages, tobacco, and the nonmedical use of narcotic drugs; and not participate in dancing, the use of playing cards employed in gambling, attendance at movie theaters, and membership in secret societies. We also believe that Christians have an obligation to dress appropriately, to avoid wearing of extreme fashions and wearing of shorts in public (with the exception of participation in athletic contests), and to have sincere respect for the Lord's Day. We prayerfully seek to serve Christ in an atmosphere free from personal attitudes of distrust, dishonesty, selfishness, damaging criticism, disrespect, unethical conduct, and irreverence.



## Faculty

Since 1953, the trustees and administrators of Cedarville College have sought to define realistic goals where substantial emphasis is placed upon the Word of God and the Testimony of Jesus Christ. Divine guidance has been sought as instructors have been invited to join the faculty and carry out its defined purposes and objectives.

Cedarville has a full-time faculty of seventy-four members with an average of over ten years of teaching experience. Such experience contributes substantially to the success of this Christian liberal arts college. All faculty members are committed Christians who teach the course content in the light of Scriptural truth. All of them have a sincere desire to assist young people in preparation for their chosen vocation. Fourteen are currently working toward advanced degrees; forty-four percent now hold earned doctorates.

PAUL H. DIXON, M.Div, D.D.

*President* 1978-  
B.A., Tennessee Temple University, 1961; M.Div., Temple Baptist Theological Seminary, 1964; D.D., Tennessee Temple University, 1978.

JAMES T. JEREMIAH, D.D., Litt.D.

*Chancellor* 1953-  
Graduate, Baptist Bible Seminary, 1936; B.A., Central State College, 1960; M.A., Winona Lake School of Theology, 1968; D.D., Central State College, 1961; Litt.D., Cedarville College, 1973.

ROBERT ABBAS, Ph.D.

*Professor of Psychology* 1971-  
B.M., Northwestern College, 1959; B.A. Wartburg College, 1962; M.A., University of Northern Colorado, 1965; Ph.D., University of Missouri, Columbia, 1972.

MERLIN F. AGER, Ph.D.

*Professor of Education* 1964-75; 1978-  
B.A., Cedarville College, 1960; M.S., University of Wisconsin, 1962; graduate Study, Miami University, summer of 1963; University of Wisconsin, summer of 1964; Ph.D., The Ohio State University, 1967.

IRENE B. ALYN, R.N., Ph.D.

*Professor of Nursing* 1981-  
B.A., Taylor University, 1962; Diploma, Cook County School of Nursing, 1962; M.S.N., University of Illinois, 1965; Ph.D., University of Illinois, 1972.

LYLE J. ANDERSON, Ph.D.

*Associate Professor of Music* 1970-  
B.M.E., Cedarville College, 1970; M.A., The Ohio State University, 1971; Ph.D., The Ohio State University, 1977.

J. WESLEY BAKER, M.A.

*Assistant Professor of Speech* 1977-  
B.A., Bob Jones University, 1972; M.A., University of South Carolina, 1980.

SUE H. BAKER, M.Ed.

*Assistant Professor of Education* 1978-  
B.S., Kent State University, 1968; M.Ed., Kent State University, 1972; graduate study, The University of Cincinnati, 1981-.

RICHARD E. BALDWIN, M.B.A.

*Assistant Professor of Business* 1975-  
B.S.E.E., Iowa State University, 1955; M.B.A., University of Dayton, 1968; L.L.B., LaSalle Correspondence University, 1973; graduate study, The Ohio State University, 1983-.

STANLEY N. BALLARD, Ph.D.

*Professor of Psychology* 1965-  
Diploma, Moody Bible Institute, 1954; Th.B., Baptist Bible Seminary, 1956; Th. M., Dallas Theological Seminary, 1964; M.S., North Texas State University, 1965; graduate study, University of Dayton, 1966; graduate study, University of Oklahoma, 1967; Ph.D., North Texas State University, 1971.

RAYMOND E. BARTHOLOMEW, Ph.D.

*Professor of English* 1959-1966; 1983-  
B.A., Cedarville College, 1957; M.A., Case Western Reserve University, 1959; Ph.D., Case Western Reserve University, 1964.

PATRICIA BATES, M.S.

*Dean of Women* 1974-  
B.S., Ouachita University, 1968; M.S., Xavier University, 1971.

JANET A. BAUER, M.S.

*Assistant Professor of Nursing* 1982-  
Diploma, Hackley Hospital School of Nursing, 1965; B.S.N.,  
Coe College, 1976; M.S., University of Arizona, 1979;  
Specialist in Clinical Nursing, Indiana University, 1982.

DONALD P. BAUMANN, Ph.D.

*Professor of Biology and Chemistry* 1964-  
B.S., Iowa State University, 1960; M.S., Iowa State Univer-  
sity, 1962; Ph.D., Iowa State University, 1964.

HARMON BERGEN, M.A.

*Associate Professor of Foreign Languages* 1958-  
Graduate, American Seminary of the Bible, 1946; B.A.,  
Wheaton College, 1958; M.A., Indiana University, 1966;  
Language Study, Germany, June-Nov., 1978; June-July,  
1980.

JAMES R. BIDDLE, Ph.D.

*Professor of Education* 1976-  
B.A., Bob Jones University, 1968; M.Ed., University of Cin-  
cinnati, 1970; Ph.D., The Ohio State University, 1973.

SHARON S. BIDDLE, Ph.D.

*Associate Academic Dean* 1976-  
B.S., Bob Jones University, 1968; M.A., University of Cin-  
cinnati, 1970; Ph.D., The Ohio State University, 1973.

OMER E. BONENBERGER, D.Ed.

*Associate Professor of Education* 1981-  
B.A., Bob Jones University, 1960; M.A., Arizona State Uni-  
versity, 1968; D.Ed., University of Maine, 1981.

JANICE M. BOSMA, M.L.S.

*Assistant Director of Library Services* 1982-  
B.A., Grand Rapids Baptist College, 1975; M.L.S., Western  
Michigan University, 1978.

EDWIN S. BRAITHWAITE, Ph.D.

*Assistant Professor of Mathematics* 1976-  
B.A., Western Washington State University, 1966; M.A.,  
Western Washington State College, 1968; Ph.D., University  
of Illinois - Urbana-Champaign, 1975.

LYNN A. BROCK, M.L.S.

*Director of Library Services* 1969-  
B.A., Cedarville College, 1968; M.L.S., Indiana University,  
1969.

DEBRA L. BROWN, M.B.A.

*Instructor of Marketing* 1982-  
B.A., Wright State University, 1978; M.B.A., Wright State  
University, 1980.

ELAINE L. BROWN, M.Ed.

*Assistant Professor of Physical Education* 1982-  
B.S., Cedarville College, 1977; M.Ed., University of Dayton,  
1982.

STEPHEN P. BROWN, M.L.S.

*Associate Director of Library Services* 1968-  
B.S., Cedarville College, 1967; M.L.S., Indiana University,  
1968.

DONALD CALLAN, Ph.D.

*Professor of Physical Education* 1960-  
B.S., Taylor University, 1955; M.A., Ball State Teachers  
College, 1960; Ph.D., The Ohio State University, 1968..

MARTIN E. CLARK, Ed.D.

*Director of Development* 1974-  
B.A., Bob Jones University, 1967; M.A., Bob Jones Univer-  
sity, 1968; Ed.D., Virginia Polytechnic Institute and State  
University, 1974.

CHARLES R. CLEVINGER, M.M.

*Assistant Professor of Music* 1982-  
B.A., Bob Jones University, 1974; Piano Student of Imogene  
Darline, Lawrence Morton, Raymond Dudley, and Richard  
Morris; M.M., University of Cincinnati College-Conserva-  
tory of Music, 1976. All work completed for D.M.A. except  
dissertation, University of Cincinnati College-Conservatory  
of Music, 1979-.

MICHAEL P. DICUIRCI, M.M.

*Assistant Professor of Music* 1979-  
B.M., University of Michigan, 1971; Euphonium/Trombone  
Student of Fred Snyder, Abe Torchinsky, and Glenn Smith;  
M.M., University of Michigan, 1977.

PAMELA S. DIEHL, Ph.D.

*Associate Professor of Physical Education* 1974-  
B.S., University of Dayton, 1970; M.A., The Ohio State Uni-  
versity, 1971; Ph.D., Ohio State University, 1974.



- CHARLES A. DILLON, M.S.  
*Assistant Director – Instructional Media* 1982-  
 B.S., Embry-Riddle Aeronautical University, 1973; M.S.,  
 West Chester State College, 1978.
- PAT LANDERS DIXON, M.Ed.  
*Associate Professor of English* 1971-  
 B.A., Tennessee Temple University, 1963; M.Ed., Univer-  
 sity of Tennessee, 1970.
- CHARLES D. DOLPH, Ph.D.  
*Assistant Professor of Psychology* 1979-  
 B.A., Cedarville College, 1974; M.Ed., Georgia State Uni-  
 versity, 1976; Ph.D., Georgia State University, 1982.
- RICHARD D. DURHAM, Th.D.  
*Professor of Bible and Greek* 1976-  
 A.B., Wheaton College, 1950; B.D., Faith Theological Semi-  
 nary, 1953; S.T.M., Faith Theological Seminary, 1960;  
 Th.D., Grace Theological Seminary, 1981.
- LEROY E. EIMERS, Ph.D.  
*Associate Professor of Physics and Mathematics* 1981  
 B.S., Hobart College, 1963; M.S., Syracuse University,  
 1966; Ph.D., Syracuse University, 1970.
- SHARON EIMERS, M.Sp.Ed.,  
*Assistant Professor of Education* 1981-  
 B.S., Tennessee Temple University, 1975; M.Sp.Ed., Uni-  
 versity of Tennessee, 1981; graduate study, The University of  
 Cincinnati, 1981-.
- CHARLES L. ELLINGTON, Ph.D.  
*Professor of Music* 1975-  
 B.M., Westminster Choir College, 1954; M.M., Westminster  
 Choir College, 1955; Ph.D., Florida State University, 1969;  
 postdoctoral study, Paris, France, 1980.
- CLIFFORD W. FAWCETT, D.B.A.  
*Professor of Management* 1983-  
 B.S.E.E., University of Maryland, 1958; M.B.A. American  
 University, 1970; D.B.A., George Washington University,  
 1976.
- JEAN R. FISHER, M.A.  
*Associate Professor of Christian Education* 1956-  
 B.R.E., Baptist Bible Seminary, 1956; M.A., Wheaton Col-  
 lege, 1961; graduate study, Southwestern Baptist Theological  
 Seminary, summer, 1965.
- DENNIS R. FLENTGE, Ph.D.  
*Assistant Professor of Chemistry* 1980-  
 B.S., Texas Lutheran College, 1969; Ph.D., Texas A. & M.  
 University, 1974; Post-doctoral Research Fellow, University  
 of Florida, 1974-75, Texas A & M University, 1976; Summer  
 Faculty Research Fellow, Wright-Patterson Air Force Base,  
 1981, 1982.
- DWAYNE I. FRANK, Ed.D.  
*Professor of Education* 1968-  
 B.A., Cedarville College, 1960; B.S., Central State Univer-  
 sity, 1960; M.S., College of Idaho, 1965; graduate study, Ore-  
 gon State University, 1965; Ed.D., University of Idaho, 1973.
- E. ELLEN GLANVILLE, M.S.Ed.  
*Visiting Assistant Professor of Special Education* 1981-  
 B.R.E., Baptist Bible Seminary, 1959; M.S.Ed., State Uni-  
 versity of New York, 1964; Certification in special education,  
 T.M.R., E.M.R., University of Wisconsin, 1974.
- HAROLD R. GREEN, Th.B.  
*Vice-President of Campus Ministries* 1970-  
 Th.B., Baptist Bible Seminary, 1953.
- EDWARD L. GREENWOOD, D.A.  
*Professor of English* 1963-  
 Baptist Bible Institute, Cleveland, 1946-47; B.A., Bryan Col-  
 lege, 1951; M.Div., Conservative Baptist Theological Semi-  
 nary, 1955; graduate study, Marshall University, 1958; M.A.,  
 University of Dayton, 1966; D.A., Middle Tennessee State  
 University, 1976.
- ROBERT G. GROMACKI, Th.D.  
*Professor of Bible and Greek* 1960-  
 Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theolog-  
 ical Seminary, 1960; Th.D., Grace Theological Seminary,  
 1966.
- RONALD M. GROSH, Ph.D.  
*Associate Professor of English* 1968-  
 B.A., Cedarville College, 1967; M.A.T., Kent State Univer-  
 sity, 1968; Ph.D., The Ohio State University, 1980; postdoc-  
 toral study, Princeton Theological Seminary, 1983.

HELEN L. HALL, M.A.

*Associate Professor of Education* 1977-  
Diploma, Ft. Wayne Bible College, 1951; B.A., Goshen College, 1962; M.A., Wright State University, 1975; graduate study, Bowling Green State University, 1980.

JOSEPH G. HALSEY, M.Ed.

*Associate Professor of Political Science* 1970-  
B.A., Morehead State University, 1965; M.Ed., Xavier University, 1969; graduate study, University of Cincinnati, 1970; all work except dissertation finished for Ph.D.

SANDRA HARNER, M.A.

*Assistant Professor of English* 1981-  
B.A., Cedarville College, 1964; M.A., University of Dayton, 1981.

MARINUS HAZEN, M.B.A., C.P.A.

*Assistant Professor of Business* 1983-  
B.B.A., Ohio University, 1963; M.B.A., Ohio University, 1964; C.P.A., State of Ohio, 1965.

LARRY S. HELMICK, Ph.D.

*Professor of Chemistry* 1968-  
B.S., Cedarville College, 1963; Ph.D., Ohio University, 1968; postdoctoral research, University of Florida, 1974-75 and summers of 1969, 1970, 1971; University of Illinois, summers of 1972, 1973, 1974.

KAROL HUNT, Ph.D.

*Assistant Professor of Physical Education* 1983-  
B.S., Pillsbury Baptist Bible College, 1974; M.A., Mankato State University, 1978; Ph.D., University of Iowa, 1983.

CLIFFORD W. JOHNSON, D.Ed.

*Academic Vice-President* 1962-  
B.Ed., Western Washington State College, 1949; M.Ed., Western Washington State College, 1953; D.Ed., University of Washington, 1962.

MARTHA J. JOHNSON, M.A.

*Assistant Professor of Secretarial Administration* 1983-  
B.A., University of Northern Iowa, 1975; M.A., University of Northern Iowa, 1978.

BETSY L. KEMPF, B.S.

*Instructor of Secretarial Science* 1981-  
B.S., Ferris State College, 1978; graduate study, The Ohio State University.

LAWRENCE N. KILLIAN, M.S.

*Associate Professor of Biological Science* 1968-  
B.S., Cedarville College, 1964; B.S., Central State University, 1965; M.S., Syracuse University, 1968; graduate study, Wright State University, 1968, 1980-.

ELVIN R. KING, M.Ed.

*Associate Professor of Physical Education* 1969-  
B.S., Kent State University, 1964; M.Ed., Bowling Green State University, 1967.

MARK R. KLIMEK, M.S.N.

*Assistant Professor of Nursing* 1983-  
B.S.N., University of Virginia, 1977; M.S.N., Wayne State University, 1979.

H. MARK LARSON, M.A.

*Assistant Professor of Spanish* 1979-  
B.A., Bob Jones University, 1975; M.A., Middlebury College, 1977; graduate study, The Ohio State University, 1980-.

JAMES O. LEIGHTENHEIMER, B.A.

*Instructor of Broadcasting* 1982-  
B.A., Cedarville College, 1980; graduate study, Ohio University, 1983-.

BARBARA L. LOACH, M.A.

*Assistant Professor of Spanish* 1978-  
B.A., Cedarville College, 1977; M.A., Bowling Green University, 1978; graduate study, The Ohio State University, 1981-.

DAVID L. MATSON, Ph.D.

*Professor of Music* 1965-  
B.A., Cedarville College, 1960; graduate study, State College of Iowa, 1962-63; M.A., The Ohio State University, 1968; Ph.D., The Ohio State University, 1978.

PHILIP L. McCLURE, M.M.

*Assistant Professor of Music* 1974-  
B.M., University of Southern California, 1972; M.M., University of Southern California, 1974.

JOHN A. MCGILLIVRAY, M.S.

*Assistant Professor of Physical Education* 1974-  
B.S., Cedarville College, 1970; graduate study, Wright State University, 1972-74; M.S., University of Dayton, 1976.

- JAMES E. MCGOLDRICK, Ph.D.  
*Professor of History* 1973-  
 B.S., Temple University, 1961; M.A., Temple University, 1964; graduate study, Dropsie University, 1962; St. Joseph's College, 1968; University of Arkansas, 1969; Ph.D., West Virginia University, 1974; postdoctoral study, University of Scranton, 1977; Pennsylvania State University, summer, 1981; St. Joseph's University, summer, 1982.
- ALLEN L. MONROE, Ph.D.  
*Professor of Social Science* 1965-  
 B.A., Shelton College, 1957; graduate study, University of Florida, 1958; M.A., Montclair State College, 1965; Ph.D., The Ohio State University, 1970; postdoctoral study, Westminster Theological Seminary, 1978.
- BEVERLY S. MONROE, M.A.  
*Associate Professor of Education* 1977-  
 B.A., Shelton College, 1957; M.A., Wright State University, 1971; all work completed for Ph.D. except dissertation, Miami University, 1979-.
- KURT D. MORELAND, M.A.  
*Assistant Professor of Speech* 1981-  
 B.A., Cedarville College, 1976; M.A., West Virginia University, 1978; all work completed for Ph.D. except dissertation, Purdue University.
- J. MURRAY MURDOCH, Ph.D.  
*Professor of History* 1965-  
 B.Th., Baptist Bible Seminary, 1960; M.A., Northwestern University, 1962; History Faculty Fellow, Northwestern University, 1963; Instructor, Northwestern University, 1964; Ph.D., Northwestern University, 1971.
- DAVID ORMSBEE, B.A.  
*Director of Admissions* 1980-  
 B.A., Cedarville College, 1978.
- CHARLES M. PAGNARD, M.M.  
*Assistant Professor of Music* 1977-  
 B.M., Bowling Green State University, 1970; trumpet student of Sidney Mear, Richard Jones, Edwin Betts, and Ettore Chindioni; M.M., Eastman School of Music, 1976.
- ROBERT G. PARR, M.A.  
*Assistant Professor of Sociology* 1980-  
 B.R.E., Grand Rapids Baptist College, 1967; M.R.E., Grand Rapids Baptist Seminary, 1970; M.A., Michigan State University, 1982; graduate study, The Ohio State University, 1982-.
- DONALD A. PARVIN, M.Div.  
*Assistant Professor of Bible* 1976-  
 B.A., King's College, 1953; graduate study, Reformed Episcopal Seminary, 1953-54; M.Div., Faith Theological Seminary, 1957.
- GARY J. PERCESEPE, M.A.  
*Assistant Professor of Philosophy* 1983-  
 B.A., Cedarville College, 1975; M.A., University of Denver, 1978; M.A. Conservative Baptist Theological Seminary, 1978; all work completed for Ph.D. except dissertation, St. Louis University, 1980-.
- JAMES R. PHIPPS, Ph.D.  
*Professor of Speech* 1968-  
 B.A., Cedarville College, 1968; M.A., The Ohio State University, 1970; Ph.D., The Ohio State University, 1975.
- TERRY L. PHIPPS, M.S.  
*Assistant Professor of Biology* 1978-  
 B.S., Cedarville College, 1970; M.S., Wright State University, 1974; all work completed for Ph.D. except dissertation, The Ohio State University, 1979-.
- MARLIN L. RAYBURN, M.A.  
*Associate Professor of Speech* 1971-  
 B.A., Wheaton College, 1947; M.A., Wayne State University, 1960.
- ANNE R. RICH, M.S., C.P.A.  
*Assistant Professor in Accounting* 1981-  
 B.A., Cedarville College, 1976; M.S., University of Central Florida, 1978; C.P.A., State of Florida, 1977.
- DONALD W. RICKARD, M.A.  
*Vice-President of Student Services* 1970-  
 B.A., Central State College, 1963; M.A., Eastern Michigan University, 1968.

JACK R. RIGGS, Th.D.

*Professor of Bible* 1967-  
B.A., Taylor University, 1956; B.D., Grace Theological  
Seminary, 1959; Th.M., Grace Theological Seminary, 1963;  
Th.D., Dallas Theological Seminary, 1968.

DAVID H. ROBEY, M.A.

*Assistant Professor of Speech and Drama* 1981-  
B.A., Pillsbury Bible College, 1970; M.A., Bob Jones Uni-  
versity, 1972.

REX M. ROGERS, Ph.D.

*Assistant Professor of Political Science* 1982-  
B.A., Cedarville College, 1974; M.A., University of Akron,  
1978; Ph.D., University of Cincinnati, 1982.

KENNETH H. ST. CLAIR, M.S., C.P.A.

*Vice-President of Business* 1959-  
B.S., University of Illinois, 1956; C.P.A., State of Ohio,  
1962; M.S., University of Illinois, 1963; graduate study, Uni-  
versity of Nebraska, 1964-65; special studies: Wharton School  
of Finance, University of Pennsylvania, 1977; Stanford Uni-  
versity, 1979.

JAMES E. SEAMAN, Ph.D.

*Associate Professor of Marketing and Management* 1970-  
B.S., Cedarville College, 1968; M.B.A., University of Day-  
ton, 1968; Ph.D., The Ohio State University, 1976.

LILA C. SEAMAN, Ph.D.

*Assistant Professor of Education* 1980-  
B.R.E., Baptist Bible Seminary, 1964; M.S., State University  
of New York, 1968; Ph.D., The Ohio State University, 1977.

JOHN E. SILVIUS, Ph.D.

*Associate Professor of Biology* 1979-  
B.A., Malone College, 1969; Graduate study, Western Michi-  
gan University, 1970; Ph.D., West Virginia University, 1974;  
postdoctoral study, University of Illinois, 1974-76.

RUTH E. SLOCUM, M.N.

*Assistant Professor of Nursing* 1983-  
B.A., Wheaton College, 1955; B.S.N., Case Western Re-  
serve University, 1959; M.N., University of Mississippi, 1972.

GALEN P. SMITH, M.S.

*Assistant Professor of Economics* 1981-  
B.A., Washburn University, 1966; M.S., Kansas State Uni-  
versity, 1968; M.Div., Grace Theological Seminary, 1978.

SARAH H. SMITH, Ph.D.

*Assistant Professor of Accounting* 1980-  
B.A., Cedarville College, 1975; M.A., Virginia Polytechnic  
Institute and State University, 1976; Ph.D., Virginia  
Polytechnic Institute and State University.

EDWARD E. SPENCER, M.A.

*Professor of English* 1962-  
B.A., Ashland College, 1947; M.Th., Faith Seminary, 1951;  
M.A., University of Dayton, 1968; graduate study, Bowling  
Green State University, 1969-.

KARL N. STAHL, M.A.

*Assistant Professor of Music* 1977-  
B.S. in Mus. Ed., Susquehanna University, 1954; M.A.,  
Teachers College, Columbia University, 1964; private study,  
J. Herbert Springer, Thomas Richner.

RONALD J. WALKER, M.S.

*Associate Professor of Business* 1978-  
B.S., Bowling Green State University, 1965; M.S., Univer-  
sity of Michigan, 1966; all work but dissertation completed for  
D.B.A., Kent State University.

W. DAVID WARREN, Th.M.

*Associate Professor of Bible* 1980-  
B.A., Cedarville College, 1964; Th.M., Dallas Theological  
Seminary, 1968.

DANIEL E. WETZEL, Ph.D.

*Professor of Physics and Mathematics* 1963-  
B.S., Morehead State College, 1955; M.S., University of Cin-  
cinnati, 1963; Ph.D., The Ohio State University, 1971.

STEPHEN W. YOUNG, B.A.

*Instructor of Physical Education* 1983-  
B.A., Cedarville College, 1975.

## RETIRED FACULTY

ALBERTA L. CHAFFE, M.A.

*Director of Library Services* 1960-75  
B.A., Cedarville College, 1960; M.A., Indiana University, 1963. Address: P.O. Box 601, Cedarville, OH 45314

IRMA M. DODSON, M.A.

*Professor Emerita of Education* 1968-78  
Graduate, Junior College Curriculum, Illinois State University, 1933; B.S., Indiana State University, 1952; graduate study, Ball State University, 1962-63; M.A., Indiana State University, 1964. Address: P.O. Box 601, Cedarville, OH 45314.

AUSTIN D. ELMORE, M.A.T.

*Professor Emeritus of Biological Science* 1961-77  
B.A., Wabash College, 1932; special study, Butler University, 1946; M.A.T., Indiana University, 1966. Address: P.O. Box 601, Cedarville, OH 45314

L. BERT FRYE, M.A.T.

*Associate Professor Emeritus of Physical Science* 1961-81  
B.S., University of Missouri, 1940; graduate study, Faith Seminary, 1947-48; B.D., Grand Rapids Baptist Seminary, 1953; graduate study, Michigan State University, 1958, 1959, and summer of 1961; University of California (Berkeley), summer of 1960; M.A.T., Miami University, 1964; University of Arizona, summer, 1969; State University of New York (Stony Brook), summer, 1970. Address: P.O. Box 601, Cedarville, Ohio 45314

RALPH B. GALE, M.A.

*Associate Professor Emeritus of History* 1961-73  
Graduate, Moody Bible Institute, 1937; Th.B., Northern Baptist Theological Seminary, 1943; M.A., Loyola University, 1961; graduate study, Loyola University, 1960-61; Miami University, 1962. Address: Spurgeon Baptist Bible College, P.O. Box 1015, Mulberry FL 33860.

C. B. HURST, M.A.

*Director of Admissions and Registrar Emeritus* 1966-73  
B.E., University of Akron, 1933; M.A., Western Reserve University, 1938. Address: 92 Jeanette Avenue, Centerville, OH 45459.

CLEVELAND McDONALD, Ph.D.

*Professor Emeritus of Sociology* 1957-76  
Graduate, Moody Bible Institute, 1945; B.A., James Millikin University, 1948; graduate study in linguistics, Oklahoma State University, 1948; M.Litt, University of Pittsburgh, 1956; Ph.D., The Ohio State University, 1966. Address: P.O. Box 601, Cedarville, OH 45314.

MIRIAM B. MADDOX, B.A.

*Associate Professor Emerita of Speech* 1959-74  
B.A., John Fletcher College, 1928; graduate study, Columbia University, 1929; graduate study, Northwestern University, 1930; Graduate, Moody Bible Institute, 1931. Address: 921 Pine Needles Drive, Centerville, OH 45459.



## ADMINISTRATION

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 Chancellor . . . . . James T. Jeremiah  
 Academic Vice President . . . . . Clifford W. Johnson  
     Associate Academic Dean . . . . . Sharon S. Biddle  
 Vice President of Business . . . . . Kenneth H. St. Clair  
 Vice President of Development . . . . . Martin E. Clark  
 Vice President of Student Services . . . . . Donald W. Rickard  
 Vice President of Campus Ministries . . . . . Harold R. Green

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     Director of Academic Records/Registration  
 Admissions . . . . . David M. Ormsbee  
     Director of Admissions  
 Alumni Relations . . . . . Gary P. Kuhn  
     Director of Alumni Relations  
 Business Office/Student Accounts . . . . . Richard Bowersox  
     Controller  
 Campus Activities . . . . . Richard G. Walker  
     Director of Campus Activities  
 Christian Ministries . . . . . Harold R. Green  
     Vice President of Campus Ministries  
 Church Relations . . . . . Hugh T. Hall  
     Director of Church Relations  
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     Vice President of Student Services  
 Curriculum . . . . . Clifford W. Johnson  
     Academic Vice President

Estates and Planned Giving . . . . . Robert C. Auckland  
     Director of Planned Giving  
 Faculty Personnel . . . . . Sharon S. Biddle  
     Associate Academic Dean  
 Financial Aid . . . . . David L. Gidley  
     Director of Financial Aid  
 Food Service . . . . . Charles A. McKinney  
     Director of Food Service  
 Health Service . . . . . Betty J. Bertschinger  
     Director of Health Service  
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     Director of Library Services  
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     Director of Staff Personnel  
 Physical Plant . . . . . Leigh R. Hunt  
     Director of Physical Plant  
 Placement . . . . . David C. Gaffner  
     Director of Placement  
 Public Relations . . . . . Ronald J. Coriell  
     Director of Public Relations  
 Student Life, Housing . . . . . Patricia L. Bates  
     Dean of Women  
     Donald W. Rickard  
     Vice President of Student Services  
 Summer School . . . . . Edward L. Greenwood  
     Director of Summer School  
 Visitors . . . . . Roscoe F. Smith  
     Assistant Director of Admissions  
 WCDR-FM . . . . . Paul H. Gathany  
     General Manager

Offices open Monday – Friday, 8 a.m. – 5 p.m.  
 phone (513) 766-2211



## Statistical Information Fall Quarter, 1983

### By Class – Men and Women

	Men	Women	Totals
Freshmen	244	336	580
Sophomores	212	242	454
Juniors	152	183	335
Seniors	180	192	372
Adult Studies	25	27	52
<b>Totals</b>	<b>813</b>	<b>980</b>	<b>1,793</b>

### By State – Men and Women

	Men	Women	Totals
Alabama	1	1	2
Alaska	2	2	4
Arizona	1	3	4
Arkansas	1	1	2
California	3	7	10
Colorado	2	8	10
Connecticut	6	6	12
Delaware	3	2	5
Florida	9	14	23
Georgia	1	1	2
Idaho	1	1	2
Illinois	29	38	67
Indiana	81	92	173
Iowa	24	33	57
Kansas	0	2	2
Kentucky	5	4	9
Maine	4	6	10
Maryland	14	11	25
Massachusetts	3	3	6
Michigan	78	93	171
Minnesota	9	8	17
Missouri	2	2	4
Montana	0	1	1
Nebraska	3	0	3
New Hampshire	1	0	1
New Jersey	33	34	67
New York	82	89	171
North Carolina	3	2	5
North Dakota	1	0	1

Ohio	300	372	672
Oregon	1	0	1
Pennsylvania	57	70	127
Rhode Island	1	2	3
South Carolina	1	1	2
Tennessee	1	6	7
Texas	5	1	6
Virginia	14	12	26
Vermont	0	1	1
Washington	1	3	4
Wisconsin	11	19	30
West Virginia	7	13	20
<b>Totals</b>	<b>801</b>	<b>964</b>	<b>1,765</b>
District of Columbia	0	1	1
Puerto Rico	1	1	2
Other countries	2	1	3
International Students	9	13	22
<b>Totals</b>	<b>813</b>	<b>980</b>	<b>1,793</b>

### By Major – Men and Women

MAJOR	MEN	WOMEN	TOTALS
Accounting	45 (4)	36 (4)	81
Behavioral Science	5	26 (6)	33
Bible, One Year	2	10	12
Bible, Preseminary	53 (2)	0	53
Bible, Comprehensive	59 (5)	13 (3)	72
Biology	43 (4)	24 (2)	67
Broadcasting	34	10 (4)	44
Business Administration	195 (14)	147 (5)	342
Chemistry	22 (2)	11 (2)	33
Christian Education	0	0 (1)	0
Computer Info. Systems	5 (2)	0	5
Elementary Education	10	191 (2)	201
English	12 (2)	60 (6)	72
History	17 (1)	10	27
History-Political Science	1	0	1
Mathematics	33 (3)	25 (3)	58
Medical Technology	1	0	1
Music	11 (1)	12 (6)	23
Music Education	9	11 (2)	20
Nursing	4	136 (2)	140
Physical Education	37 (3)	39 (2)	76
Preengineering	31 (2)	0	31
Prelaw	27 (1)	9 (2)	36
Political Science	9 (7)	4 (1)	13
Psychology	22 (3)	28 (24)	50
Public Administration	1	0 (1)	1
Secretarial Certificate 2	0	24 (2)	24
Secretarial Administration	0	6	6
Sociology	2	4	6

Social Science	10 (2)	15	25
Science Comprehensive	0	1	1
Spanish	1	1	1
Special Education	0	4 (4)	4
Speech	21 (2)	24 (7)	45
Preagriculture	0	1	1
Premedical	5	5 (2)	10
Prepharmaceutical	1	2	3
Preveterinary	2	0	2
Preoptometry	0	1	1
Undecided	81	85	166
<b>Totals</b>	<b>813</b>	<b>980</b>	<b>1,793</b>

() indicates second major, but not included in totals.

### By Age Men and Women

YEARS	MEN	WOMEN	TOTALS
16	0	1	1
17	6	14	20
18	150	221	371
19	183	242	425
20	149	191	340
21	142	175	317
22	76	63	139
23	27	16	43
24	22	14	36
25	11	2	13
26-29	27	15	42
30+	20	26	46
<b>Totals</b>	<b>813</b>	<b>980</b>	<b>1,793</b>

### Miscellaneous

Married Students	83
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### Churches:

GARB	881
Other Baptist	564
Others	241
No church listed	107
<b>Total</b>	<b>1,793</b>

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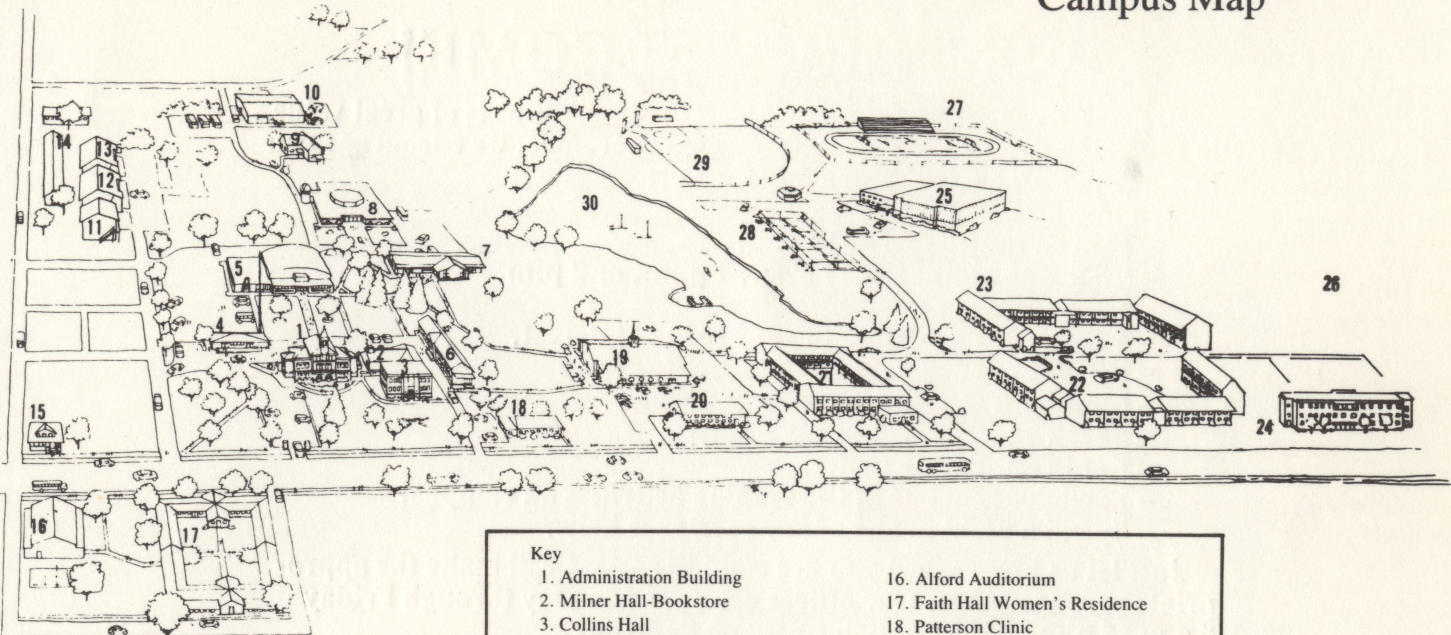
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# Cedarville College Campus Map



Fine Arts Building  
 South Hall Student Residence  
 South Apartments  
 Harriman Hall Student Residence  
 Cedar Park Apartments

Admissions Office is in the Administration Building.  
 Phone: (513) 766-2211 ext. 317, 318  
 Hours: 8-5 Monday through Friday

## Key

- |   |                                     |
|---|-------------------------------------|
| 1. Administration Building              | 16. Alford Auditorium               |
| 2. Milner Hall-Bookstore                | 17. Faith Hall Women's Residence    |
| 3. Collins Hall                         | 18. Patterson Clinic                |
| 4. Post Office-WCDR                     | 19. Chapel-Christian Service Office |
| 5. College Center-Dining Hall           | 20. Bethel Hall                     |
| 6. Williams Hall                        | 21. Maddox Hall Women's Residence   |
| 7. Library-Media Center                 | 22. Lawlor Hall Men's Residence     |
| 8. Science Center-Observatory           | 23. Printy Hall Women's Residence   |
| 9. West Hall Men's Residence            | 24. Willets Hall Women's Residence  |
| 10. Service Center                      | 25. Athletic Center                 |
| 11. Rogers Hall Men's Residence         | 26. Softball Fields                 |
| 12. Marshall Hall Men's Residence       | 27. Track-Soccer Field              |
| 13. Carr Hall Men's Residence           | 28. Tennis Courts                   |
| 14. Palmer Apartments Men's Residence   | 29. Field Hockey-Baseball Fields    |
| 15. Ambassador Hall-Music Dept. Offices | 30. Cedar Lake                      |



